PE POLICY

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Review cycle: Two Yearly

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Introduction

"A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities, build character and help to embed values such as fairness and respect."

The 2013 Primary National Curriculum in England, Physical Education

The school's aims are to:

- ignite and inspire all children to succeed and excel in competitive sport and other physically demanding activities
- provide opportunities for pupils to become physically confident in a way which supports their health and fitness

- provide engaging and purposeful experiences that promote learning
- embed high expectation of vocabulary throughout the PE curriculum
- equip pupils with the knowledge, skills and determination to maximise their health and wellbeing to lead an active life
- deliver a skill strand (Physical and Cognitive) and a wellbeing strand (Healthy and Social) to create an engaging and dynamic curriculum

The national curriculum for art aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

EYFS

Physical development is one of the three prime areas of the Early Years Foundation Stage and is recognised as a key part of the children's daily learning at Hill Farm. There are two strands under Physical Development; Moving and Handling and Health and Self-care. Moving and Handling involves children learning to develop good control and co-ordination in gross and fine movements. They will learn to move confidently in a range of ways and safely negotiating space. Health and self-care involves children learning the importance of physical exercise, a healthy diet, and about ways to keep healthy and safe.

Additionally, during this stage, specific PE lessons will provide children the opportunity to start their physical literacy learning journey. They will develop an understanding of how their body moves, explore basic agility, balance and coordination skills (ABC's), and begin to enjoy PE and sport on their own and with others.

Key Stage 1

By the end of Key Stage 1, pupils will have developed their fundamental movements along with their courage and imagination. Pupils will develop their skills to move with a ball using their feet and create ways of transitioning between movements. Opportunities to apply skills including running, jumping, throwing and catching as well as developing balance, agility and coordination will be applied through team building activities, ball skill practice, gymnastics and attack versus defence

games. Pupils will develop their concentration, empathy and self-belief which will help them to engage in competitive and co-operative team games. Pupils will have the chance to perform dances using simple movement patterns.

Key Stage 2

By the end of Key Stage 2, pupils will be taught to apply and develop a broader range of skills, learning how to use them in a variety of ways and to link them to make a sequence of movements. They will have developed their resilience, responsibility and problem-solving skills to enable them to enjoy communicating, collaborating and competing with each other. They should have developed their reflection and evaluation skills in order to understand how to improve in different physical activities and sports and recognise their own success. Pupils will learn to use running, jumping, throwing and catching in isolation and in combination. They will play competitive games and apply basic principles suitable for attacking and defending. Pupils will build on their skills from Key Stage 1, improving their mastery of flexibility, strength, technique, control and balance. Outdoor, adventurous activity challenges will take place, both individually and within a team. Pupils will have the chance to perform dances with technical control. They will be inspired, physically competent and confident which will help them to seek healthy, active lifestyles.

Swimming will be taught in Key Stage 2 where pupils will be taught to swim competently, confidently and proficiently over a distance of at least 2 meters. They will use a range of strokes effectively and they will be able to perform safe self-rescue in different water-based situations.

Planning and Evaluation

The Physical Education curriculum is designed to respond to the aims of the national curriculum and provides opportunities for pupils to succeed and excel in competitive sport and other physically demanding activities. The PE curriculum aims to provide pupils with a wide variety of sports and physical activities both in and out of school. The interactive PE resource, Complete PE, is adapted and made bespoke to meet the needs of Hill Farm and is aligned to the National Curriculum objectives. Each lesson begins with 'Strength Lab' exercises. These 'superhero' exercises are fundamental movements that progress termly in each year group – designed to develop the children's ABC's – ensuring they can access the skills across the curriculum. Opportunities including visits to professional football grounds, competitions, Talent I.D. programme and Sports Leaders programme are some experiences that the school offers to help broaden the aspirations of our pupils. This builds on the key knowledge they have learnt.

A skills progression grid is used to ensure children are taught the necessary skills for their year group and ability. This supports teacher's planning and ensures there is a development of skills and knowledge across year groups. The delivery of the lessons may need to be adapted to meet the needs of the learners in their class. Lesson plans provide the layout of a session and also visual demonstrations can be mirrored from the iPad to the board to model the activity.

There is a wide range of extracurricular activities that enable pupils to learn new skills, improve existing skills and have the opportunity to mix socially with different children. There is a range of lunch time clubs and after school clubs at Hill Farm for pupils in Reception to Year 6 in both sports and non-sports curricular areas which are enjoyable, exciting and encourage further learning. Extracurricular activities play a very important role in the life of the pupils and the school.

Assessment

Arbor:

Each child's performance in physical education will be assessed by the teacher against the end of year expectations. There will be informal ongoing assessment by the class teacher to assess the pupil's understanding throughout the lesson. At the end of a unit, children are put into game situations/competitions to assess what they have learnt. Formative teacher/pupil assessment takes place after a block of learning. This will assess pupil's proficiency in the fundamental movement skulls that are being taught throughout the year. This informs the PE curriculum for the following year and supports teachers in adapting medium- and short-term planning.

Monitoring

The subject leader is responsible for advising colleagues, where necessary, on the development and delivery of the curriculum. It is the responsibility of the subject leader to purchase and deploy central resources for PE and to keep up-to-date with developments in physical education, passing this onto other members of staff. The subject leader will monitor and evaluate progress in PE and liaise with senior management on any action necessary. Their role is to ensure coverage, continuity and progression in planning and to monitor and evaluate the effectiveness of Physical Education teaching and learning by viewing pupil's achievements in their lessons and competitive games, having discussions with pupils and working alongside colleagues. Where necessary, links will be made with other local schools to share outcomes and to showcase work. The subject leader will regularly review the contribution made by Physical Education to a meaningful curriculum.

PE Uniform

At Hill Farm we want our students to feel safe, comfortable and valued members of their PE lessons, so that they can enjoy but also thrive. We believe the PE uniform is an important first step required for them to access their learning.

Students should come in with PE kit on PE days to be ready to participate in afternoon lessons to maximise learning time. PE kits are designed to keep student's cool and dry when participating in PE. Plain black sport shorts or bottoms are to be worn with a white top. This will help to ensure all students can fully access all the activities they are doing. We also recommend black pumps which have a cushioned sole and suitable grip for health and safety.

Students are not permitted to wear any jewellery for PE due to health and safety. Any children with stud earrings that cannot be removed will be encouraged to have their ears taped before coming to school to ensure any injuries are prevented.

Hair which touches the shoulders or obscures the eyes needs to be clipped or tied back. Students need to bring their own hair bands in order to do this.