



Policy for Physical Education 2023

1. Introduction

This policy outlines the teaching, learning and management of the Physical Education (P.E) at Bidford-on-Avon Church of England Primary School. The school's policy for P.E is based on the National Curriculum for Key Stages 1 and 2 (2013). The policy has been drawn up to reflect our whole school approach to P.E. It has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of the Head Teacher and teaching staff.

2. Purpose of Study and Aim

At Bidford-on-Avon primary school we teach children life skills that positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. To do this P.E is taught by a mix of specialist teachers and class teachers. We deliver a broad range of activities to enable all pupils to build their knowledge and skills through a variety of sport. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values. It is of key importance that barriers, do not hold children back at our school and that opportunities to succeed are given to all.

Bidford-on-Avon Primary school aims to offer a high-quality P.E curriculum to which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It aims to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. As well as providing opportunities to compete in sport and other character building activities which help to embed values such as fairness and respect.

The national curriculum for P.E 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
- are creative, competitive and challenged, as individuals and in groups and teams.
- engage in competitive sports and activities
- lead healthy, active lives.

3. Teaching and Learning

At Bidford-on-Avon Primary School P.E national curriculum objectives are taught discretely with relevant links made to the wider curriculum. Opportunities for learning are also drawn from outside providers and visits to sport venues and competitions. We believe that pupils are best served being taught the best possible content, within discreet curriculum areas. Our curriculum is knowledge-rich and disciplinary/subject based focussing on the key knowledge, vocabulary and skills.

We use a variety of teaching and learning styles, through a mixture of whole-class teaching and individual, group or team activities. Teachers draw attention to good examples by individuals/groups and encourage children to evaluate their own work as well as the work of other children. Children have the opportunity to collaborate and compete with each other, both within and after school. Pupils participate in a wide variety of high quality PE and sporting activities, including; Invasion Games, Net & Wall Games, Striking and Field Games, Gymnastics, Dance, Outdoor & Adventure Activities and Swimming. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for children to engage in extra-curricular activities, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being. Teacher's track children's progress throughout their journey through Bidford-on-Avon to ensure progression is made through the years.

At Bidford-on-Avon Primary School, our aim is to deliver a PE curriculum which can be accessed by all pupils. The curriculum should engage and inspire learners whilst conforming to, but not being limited to, the National Curriculum. We recognise the fact that in all classes there are children of different abilities in PE and we aim to provide suitable and challenging learning opportunities by differentiating or adapting tasks and giving additional support to children individually and in groups where necessary.

The school has a uniform policy outlining the clothing expected to be worn for PE lessons, including a school PE hoodie. From Y1 to Y6 pupil wear their PE kit to school on PE days.

Children participate in one PE lesson each week, covering one sporting activity every half term. We provide opportunities to participate in intra-school competitive activities, including competitions between 'Houses'. We provide opportunities to participate in inter-school competitions. The PE coordinator works closely with the SSCO (School Sports Co-ordinator) programme which has provided opportunities for competitions, sports clubs and activities to enrich the curriculum, e.g. indoor rowing. Children participate in termly sports enrichment days, sourced by School and delivered by Outside Providers, covering a wider variety of sports throughout the year. For example: Quidditch, Archery, Skate Boarding, Fencing and Judo, providing the children with an opportunity to experience new activities, learn new skills, improve their fitness and to try something new.

At Bidford, we believe that PE should be meaningful and embedded in the children's experiences. The curriculum should involve practical experiences, engaging resources, creativity and personalised learning, and is complemented by maintaining a strong focus on topicality which ensures that pupils are fully aware of what is going on in the sporting world around them. All children in KS1 and KS2 have the opportunity to participate in extra-curricular sports activities throughout the year. We offer a Residential Outdoor and Adventurous activities experience for children in Year 6 each year. We have an annual inclusive House Sports Day, with the emphasis on house competition. KS2 pupils participate in weekly school Marathon Kids sessions around our field bark track promoting health, fitness, mental well-being and personal challenge and resilience.

The playground provides a range of activities and equipment including an outdoor gym, table tennis, a climbing wall, EYFS, KS1 and KS2 climbing equipment, an all weather running track, football and netball pitches as well as a range of play and sports equipment.

4. Curriculum Planning and implementation

PE is a discrete subject within the National Curriculum for Key stages 1 and 2. PE is a component of Physical development in the Early Years Foundation Stage whose principles include Health and Well-being.

PE curriculum planning is organised in three ways, long term schemes of work, medium term and short term planning. (See curriculum policy). Curriculum maps also outline the whole curriculum studied each year at each phase.

Long term schemes map out the elements of the PE programme of study studied each year for KS1, LKS2 and UKS2. Schemes identify the relevant PE content, key objectives and key vocabulary studied in each unit of work. Supporting Progression maps also outline the key learning to be attained at the end of KS1; lower KS2 and Upper KS2.

Medium and short term planning builds upon their prior learning and long term schemes. They detail the aim, content, key vocabulary, key knowledge, resources, assessment milestones, cross-curricular links and cultural capital and a series of differentiated lessons taught over each unit of work, relevant to the Key Stage and class. All planning is completed on standardised planning proformas to ensure consistency in content and expectation.

Early Years Foundation Stage

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning.

There are two strands under Physical Development;

- **Moving and Handling:** Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- **Health and self-care:** Children learn the importance for good health of physical exercise, a healthy diet, and talk about ways to keep healthy and safe.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. Children in the EYFS also work with a specialist gymnastics instructor to support their coordination. The above skills and acquired knowledge are then built on when children enter Key Stage 1.

Key Stage 1 and 2

Key stage 1:

Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Children are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2:

Children continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Children are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In Y4 pupils are provided with swimming instruction through a weekly swimming lesson with qualified swimming coaches. Pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

The timing allocated to teaching PE each term is outlined in the curriculum policy.

As we have a combination of single and mixed year group classes, planning is done as part of a 2-year rolling programme. This ensures children have complete coverage of the National Curriculum and do not have to repeat topics.

PE resources are kept in the hall store cupboard and in the outdoor P.E store.

5. Curriculum impact

Our curriculum aims to improve the well-being and fitness of all children at Bidford-on-Avon, not only through the sporting skills taught, but through the underpinning values and disciplines P.E promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.

Cross-Curricular links.

At Bidford we believe it is important that meaningful links are made with other curriculum subjects. When appropriate and relevant, PE is linked to the children's current topic focus (e.g African/Indian dancing). There are specific links with the science curriculum, for example, diet, healthy living and the effects of exercise. Also, links with PSHCE for example team work; supporting others and the promotion of healthy lifestyle.

Well-being and SMSC

We provide an education that gives pupils opportunities to explore and develop their values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of

social and cultural traditions and an appreciation of the diversity and richness of other cultures, including British Values of democracy, equality and tolerance.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this are planned in each area of the curriculum. Through our P.E planning, links are especially made to being healthy. Regular, enjoyable participation in P.E and daily activity contributes to children's physical, mental and emotional health. It enables us to target working in a team; being resilient; supporting each other and helps develop their confidence in their abilities tempered with good sportsmanship. Bidford gives opportunities to targeted groups of children, to enable them to take part in extra-curriculum activities for example taking turns; following a leader; fair play and equality. A growing understanding of the body and its capabilities, supports pupils' spiritual development through a sense of awe and wonder at its potential; through developing creative, expressive feelings and emotions. Working and competing with others in teams and reviewing their performance supports a positive mindset, resilience and an appreciation of their peers

Community Cohesion and British Values

Through our PE planning, links are made to Community Cohesion by looking at PE, sport and healthy lifestyles in our local area and how this has impacted the local community's development and wider nation.

6. Management of PE within the school.

The PE subject coordinator is responsible for:

- compiling, carrying out and evaluating the school geography action plan
- maintaining and updating the subject leader folder
- coordinating subject assessment and monitoring
- auditing and reviewing resources
- keeping informed of changes and updates in PE teaching, for example by attending Primary Link Teacher meetings and feeding back information to the rest of the staff
- supporting the Senior Leadership Team in the monitoring of standards in children's work and of the quality of teaching geography including policies and schemes
- supporting the leadership team and office in managing sporting events and competitions

7. Health and Safety

The Association for Physical Education (afPE) publishes 'Safe Practice in P.E and School Sport'. The school keeps a copy of this handbook in the office. Special events, including residential require a risk assessment. Refer to the Offsite Activities folder and Health and Safety guidelines. P.E equipment requiring H&S inspection is assessed annually.

In planning activities, including competitions, sports events and the use of equipment teachers will risk assess potential safety issues, referring to the relevant policy and documentation. They will also explain the reason for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking P.E activities.

The following considerations are carried out to prevent children from being put to unnecessary risk:

- all sports equipment is kept in good condition, stored safely and well-organised
- all events and competitions are risk assessed to ensure pupil safety
- pupils/ staff are provided with relevant training when working in the environment and informed of the potential risks of working within it and the safety measures to be used
- allergies and medical needs are considered with all sports events

All external competitions and events must be risk assessed and an EVOLVE risk assessment form completed and signed by the Educational Visits Coordinator (EVC). Follow guidance in the Educational visit policy regarding arrangements for all trips.

8. Safeguarding

All activities in P.E will be managed within the guidelines stated in the school Safeguarding policy. All additional adults/volunteers supporting P.E activities must be informed of their safeguarding duties and checked with the office/safeguarding leads for their suitability before being asked.

The use of digital devices and the internet by staff and pupils will be managed within the guidelines stated in the online safety policy.

9. Assessment and Recording.

Teachers assess children's work in P.E by making informal judgements as we observe them during each P.E lesson. At the end of a unit of work the teacher makes a judgement about the skill and performance of each pupil if they have yet to obtain, met or exceeded the unit objectives. Key Stage teams and the subject leader of P.E monitors the quality of P.E across the school reporting termly on key issues and completes an annual action plan and subject report on standards in the subject.

10. Resources

PE resources are organised into stores for outdoor and indoor requirements. The equipment is audited annually to ensure appropriate provision. Equipment is always age appropriate, for example footballs and netballs are the correct size for each age group. The school has a collection of team sports kits kept in the hall store room. Break time play equipment is updated in consultation with the school council and house managers. Pupil P.E kit is displayed on the school website. Spare kit is available from the school office.

11. Monitoring and review.

Monitoring of the standards of the children's work and of the quality of teaching P.E is undertaken to ensure that pupils make the best possible progress. The annual P.E action plan indicates areas for further improvement. Staff review provision each term as part of their termly monitoring.