

# **Keir Hardie Primary School**



## **Physical Education Policy**

<b>Reviewed:</b>	<b>Spring 2023</b>
<b>Date of Next Review:</b>	<b>Spring 2026</b>

## VISION

To ensure that by the time our pupils leave Keir Hardie, they are physically competent , aware of what to do to stay healthy( including mental health and wellbeing) , active and happy; and have a genuine love for physical activity, sports and health. We want to inspire our children to achieve high standards in PE, School Sport and Physical Activity. We expect children to always be **Motivated** in their learning, display a positive **Attitude** at all times, show **Gumption** when faced with obstacles, demonstrate **Independent** thinking and always **Communicate** effectively. We call these our MAGIC habits.

## INTENT

The intent of our curriculum aligns with our whole school motto “Inspiring Excellence” which demonstrates our aspirations in P.E. for every child and the high standards we expect from every pupil to perform to the best personal skill-set that they can in order to celebrate their uniqueness.

Our curriculum has been carefully designed to develop the holistic child by offering a broad and balanced curriculum (as stipulated in the national curriculum); with enrichment opportunities and a range of sporting activities to appeal to the interests of individuals as well as promoting the link between physical fitness and pupils’ mental health and well-being.

We want to inspire our children to be healthy both physically and mentally and give children the knowledge and experience needed to maintain this in the wider world for future years to come.

We aim to develop fundamental movement skills, where pupils become increasingly competent and confident and have access to a broad range of opportunities to extend their agility, balance and coordination, individually and with others so that they are able to enhance their problem solving techniques.

Furthermore, our pupils are provided with opportunities to compete (both within the school and the wider community); collaborate as part of a team and therefore communicate in order to develop their acquisition of subject specific vocabulary.

We also use P.E. to help our pupils to be reflective learners whereby they are understanding how to improve in different physical activities and sports, and as a result, learn how to evaluate and recognise their own success.

## TEACHING AND LEARNING

The national curriculum for PE 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 to promote healthy participation
- Engage in competitive sports and activities
- Lead healthy, active lives.

By the end of each key stage,using the PE milestones pupils should know the key skills and knowledge needed to be actively participate in physical activities.

## EYFS

At the Early Years Foundation Stage (EYFS), learning takes place both indoors and outdoors throughout the day. Children therefore have th opportunities to use space spontaneously and be physically active throughout all lessons. PE is delivered and

assessed in the form of Physical Development, where pupils at EYFS receive a weekly 'Gym Tots' session, which focuses on basic coordination, balance, control and movement skills, enhancing our pupils physical literacy. Additionally, EYFS pupils receive small group fundamental skills sessions delivered by the schools internal PE staff to develop the sporting skills necessary to succeed during the KS1 & 2 curriculum.

### Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident, 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 and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be 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

Pupils should 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 should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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.

### Key Stage 1 and 2

Each class from years 1-6, will have two timetabled PE lessons per week. In cases where a particular year group has gone on a residential for Outdoor Adventure Activities, this will be taken into account on their PE offer for that term. Responsibility for planning and teaching is shared amongst the school's internal PE staff, external coaches and class teachers.

The curriculum and the specific programmes of study and topics for each year group is developed by the PE Coordinator and is reviewed on an annual basis. In KS1, pupils will learn fundamental sports skills on a weekly rotational basis covering the themes of catching, throwing, kicking, running, striking and jumping. At KS2, pupils will cover a variety of sports under the themes of Games, Dance, Gymnastic, Outdoor Adventure Activities, Athletics and Swimming. The delivery of the curriculum is supported by 'Complete PE', a bought in PE scheme of work.

## Routine Procedures

Teacher should explain to pupils the importance of hygiene.. All pupils must wear shorts or tracksuit bottoms, t-shirt showing their house colours and trainers for two one-hour PE sessions. The only exception being in PE lessons where gymnastics is delivered – pupils will need to have bare feet or wear grip socks. For shorter fitness sessions, pupils are only required to change into suitable footwear.

If a pupil forgets to consistently wear their PE kit to school, they will receive a letter/ ParentMail message home.

All jewellery must be removed, unless permission has been given under exceptional circumstances such as for religious reasons. The following principles are applied:

- All personal effects should be removed
- If they cannot be removed, the adult in charge should take action to make the situation safe (e.g. adjust the activity for the individual pupil or group)
- If the situation cannot be made safe, the individual pupil may not actively participate.

## **ASSESSMENT**

Assessment of Learning is used to record pupil's progress in PE. This is done on a termly basis. Direct observation is the most obvious way of collecting evidence in PE, however, photographs, discussions, appropriate use of video, response to questions and children's own self-assessment can be used to evidence children's development.

Swimming is delivered by the London Aquatic Centre staff, who provide feedback and assessment for swimming, which is shared with teachers.

## **REPORTING**

Parents/ carers will be informed about their child's progress, achievement and attainment at Parents' Evenings and through academic reports in line with other foundation subjects at Keir Hardie Primary School.

## **MONITORING AND EVALUATION**

The PE curriculum is reviewed on an annual basis to ensure that learning is impactful and effective; this includes auditing of resources, spaces and CPD offer. Lesson observations are carried out by the PE coordinator together with a member of the Senior Leadership Team. Information gathered as a result of the Assessment of Learning is addressed through the Action Plan. Pupil and staff voice is conducted annually to ensure accuracy of PE curriculum and provisions.

## **ADDITIONAL NEEDS (SEND AND MAL)**

Every attempt will be made to fully integrate pupils with special educational needs and those with emotional, social and behavioural difficulties into participating on equitable terms with other pupils. The SENDco and class teachers, through collaborative work alongside the PE Coordinator, will ensure every step is taken to provide an inclusive curriculum for all. To supplement the PE curriculum, SEND pupils will be included in the 'Let's Get Moving' sessions. These sessions are aimed at boosting the physical and social capacity of SEND pupils, diminishing the progress gap between pupils.

Additionally, every step will be taken to challenge the More Able Learners, through CPD opportunities for teachers, sports specialist coaches and inter-school competitions. To

further support their progress, MAL projects run termly targeting those making above age related achievement in a variety of sports.

## **HEALTH AND SAFETY**

All teachers are responsible for the safety of their own lessons and should therefore be familiar with the 'Health and Safety' policy. Before any activity, a visual scan must be carried out to check for hazards. Although this is first and foremost the teacher's responsibility; pupils should be directed to take responsibility for this as well. Pupils can find and report hazards, but can only remove hazards if directed by the teacher.

When engaged in physical education, pupils are expected to behave in a considerate and responsible manner showing respect for other people and equipment. Teachers should follow the school's behaviour management strategy if this does not occur.

During PE, pupils will be encouraged to discuss safety implications concerning themselves and others. Pupils are made aware implicitly of the possible dangers in their environment. Pupils are trained to collect and return small equipment from the appropriate storage area with the permission of the teacher.