

Keir Hardie Primary School



Physical Education Policy

Reviewed:	Summer 2024
Date of Next Review:	Summer 2027

Vision:

Ensure that our students leave Keir Hardie, physically competent, aware of what to / not to do, so they remain healthy (i.e. mental health & wellbeing), active & happy; and have a genuine love for physical activity, sports and health. We aim to inspire and motivate our pupils to achieve high standards in PE, School Sport & Physical activity. Additionally, the school expects the children to always be **Motivated** in their learning, demonstrate a positive **Attitude**, show **Gumption** when faced with challenges, show **Independent thinking** and always **Communicate** effectively. We call these our **MAGIC** habits.

Intent:

At Keir Hardie, we recognise that physical activity and sport are essential parts of a child's everyday life and are a key factor in their future well-being. We want every child to find enjoyment in physical activity and aim to provide them with a wide range of opportunities so that they can discover the right kind of activity for themselves and experience the benefits that an active lifestyle can provide. We aim to present them with opportunities to compete against themselves and others, work in partnerships and teams, build self-confidence and perseverance and the real sense of achievement that this particular aspect of a child's education can provide. A key part of this will be to engage their enthusiasm and provide them with the necessary skills and experiences in order for them to be in the best position possible to further engage in physical activity and sporting opportunities as their educational and life journey continues beyond this establishment. Our aim is to prepare and support pupils towards healthy and active lifestyle choices for their future mental and physical well-being.

A key part of our aim is to provide the children with a broad and balanced curriculum within physical education and to provide the opportunities for the children to play in festivals and compete over a wide range of events.

Our curriculum aligns with the whole school motto "Inspiring Excellence" which demonstrates the aspirations in P.E for each pupil, with a view to champion their uniqueness.

The intent of Physical Education at our school is that:

- PE begins from EYFS all the way to Year 6.
- Adopt an active lifestyle and understand the benefits it provides.
- Give pupils the opportunity to experience a wide range of Sports, activities and exercises within PE and inspire them to achieve excellence.
- Develop a range of skills and techniques across the national curriculum.
- Offer enrichment opportunities, which appeal to the interests of our students and give them chances to excel outside school hours.
- Engage in a range of competitive events, sports and activities.
- Develop progression in skills competency through the three pillars - motor competence, rules, strategies & tactics and healthy participation.
- Ambitious - Reviewing
- Inspirational
- Exceptional
- Inclusive

Teaching and Learning:

The National Curriculum (2014) states that within PE children should:

- Develop competent skills / techniques to excel in a broad range of sports, activities and exercises.
- Physically active for sustained periods of time to promote healthy participation.
- Engage in competitive events, sports and activities.
- Lead healthy and active lives.

By the end of each key stage, students should know / understand the key skills, techniques and knowledge required to take part in physical activity, through the use of PE milestones.

EYFS

At the Early Year Foundation Stage (EYFS), learning takes place both inside and outside throughout the day. Therefore, students have an opportunity to use space spontaneously and be physically active throughout all lessons. PE is delivered and assessed in the form of 'Physical Development', where students receive a weekly 'Gym Tots' session, which focuses on basic agility, balance, coordination, control and movement skills and enhancing their physical literacy. In addition, EYFS pupils receive small group balanceability sessions delivered by an external. Balanceability combines unique ergonomic balance bikes with a schedule of fun activities that build confidence, spatial-awareness and dynamic balance skills, enabling young children to cycle without ever needing stabilisers.

Key Stage 1

Pupils 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.

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 (i.e. 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 (i.e. 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.

Key Stage 1 and 2

Each class from Year 1-4, will have two timetabled PE lessons per week. However, Year 5 & 6 has one scheduled lesson a week, due to a vigorous calendar. In cases where a particular year group has attended a residential trip for 'Outdoor Adventure Activities' (OAA), this will be taken into

account as part of their PE offer for that term. Preparing, planning and teaching is shared amongst the school's internal PE staff, external coaches and class teachers.

Curriculum, topics and specific programmes of study for each year group are developed by the PE lead and teacher; and is reviewed on a regular basis. In KS1, students will learn the physical development of basic motor skills. Children learn to control objects, apparatus and themselves physically in a variety of situations. Different areas include; locomotion, catching & throwing, rackets, bats and balls and gymnastics. In KS2, pupils will concentrate on various areas of learning, which include; Athletics, Dance, Games, Outdoor Adventure Activities and Swimming. Moreover, the delivery of our curriculum is supported by 'Complete PE', and this is an interactive Physical Education resource designed to support the implementation of a high quality PE curriculum.

Routine Procedures

The 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/guardians 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 have 'Let's Get Moving' sessions. These sessions are aimed at boosting the physical, social and emotional capacity of SEND students, diminishing the progress gap between pupils. Furthermore, S.E.N.D pupils experience bespoke private gymnastics lessons, which are led by an external (Amplitude). Gymnastic instructors approach special needs children with a customised plan. Therefore, the lessons will be especially formulated with their needs in mind.

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.