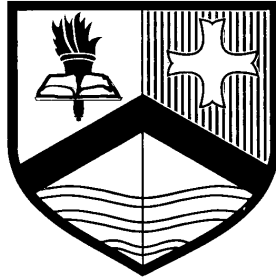


Scraptoft Valley Primary School



Raising Standards Teaching & Learning Appendix V Physical Education

Mission Statement

Working together to give every child an excellent education in a caring environment

Draft completed: April 2025
Ratified by Governing Body: 12th June 2025
Review: April 2028

Statement of Intent:

Our school provides special learning opportunities for our children. Children learn and develop different skills not only through physical activity but also through the way they learn to co-operate and interact with their peers. This should be done in a safe, supportive environment. Learning through Physical Education (PE) helps to enhance children's skills, fitness and above all confidence so making a valuable contribution to their overall education. It is our aim to provide progressive learning objectives combined with varied teaching approaches aim to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. This will be achieved through differentiated tasks that cater for the needs of all pupils. It is intended that all pupils, irrespective of ability, will enjoy success and be motivated to further develop their individual potential. A wide coverage of the National Curriculum for PE will be delivered and a variety of extra-curricular activities via the extended curriculum will be on offer.

Aims and Objectives:

- To develop competence to excel in a broad range of physical activities.
- To take part in physical activity for a sustained period of time and be enticed to take part in extra-curricular sport.
- To engage in competitive sport and activities.
- To understand how to live a healthy and active life and understand the effect of exercise on the body.
- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop and increase the ability to select, link and apply skills, tactics and compositional ideas [selecting and applying].
- To improve observation skills and the ability to describe and make simple judgements of their own and others work, and use their observations and judgements to improve performance [improving and evaluating].
To develop the ability to work independently and communicate with and respond positively towards others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own safety and well-being.

Content/Learning outcomes

Physical development in the Foundation stage is split into two areas - Gross Motor Skills and Fine Motor Skills.

During the Foundation Stage pupils will have the opportunity to develop:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Fine motor experiences will support holding a pencil effectively in preparation for fluent writing.
- Use a range of small tools, including scissors, paint brushes and cutlery.

- Develop core strength, stability, balance, spatial awareness, coordination and agility.

During Key Stage 1 pupils will have the opportunity to:

- Acquire and develop basic skills, actions and ideas such as running, jumping and turning, throwing, catching or kicking balls, creating movements and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Learn to practise by repeating what they have done in ways that make it better.
- Evaluate and improve their performances and games by watching, copying and describing what they and others have practised.
- Select and apply skills to create a short sequence in dance and gymnastics.
- Perform dances/routines using simple movement patterns.
- Use and develop gymnastic skills on large apparatus as well as floor exercises.
- Develop, improve and use ball skills, including hand to eye co-ordination skills.
- Recognise that their bodies feel different when they are doing different activities and become aware of the importance of being active.
- Learn to use space safely when they work alone and with others, showing increasing control of their movements.

During Key Stage 2 pupils will have the opportunity to:

- Master basic movements including running, jumping, throwing and catching.
- Master balance, agility and coordination and begin to apply these to a range of sports.
- Acquire and develop skills across a range of activities that include dance, games, gymnastics, swimming, athletics and outdoor and adventurous activities.
- Learn consistency through repetition of movements and linking skills until the performance is clearer, more accurate and controlled, for example creating sequences of movement in dance and gymnastics.
- Acquire and use tactics and compositional ideas in games and outdoor and adventurous activities.
- Take part in competitive games to demonstrate knowledge of attacking and defending.
- Use their creativity in performing dances, making up their own games, planning gymnastic sequences, responding to problem-solving and challenge activities.
- Evaluate and improve their performances, using information provided by the teacher and their peers.
- Understand how exercise affects the body and why it is important to their health and wellbeing.
- Enjoy being active, demonstrating their skills.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Planning and Assessment:

Teachers should plan weekly PE lessons and where possible 2 hours each week. Each class is given a hall slot and an outdoor slot for the week.

Teachers plan on a six week module basis using the schemes of work in place.

- Long Term – Yearly module planning sheet

- Medium Term – Six week modular planning (see planning sheet)

Teachers will plan and teach exciting, progressive lessons incorporating dance, gymnastics, games and where possible swimming, athletics and outdoor and adventurous activities. A yearly plan will be produced by the PE subject leader for teachers to follow and this will ensure that a variety of games, dance, and gymnastics are covered across the school.

Teachers' planning will include learning objectives, activities, differentiation and evaluation, and must take into account the needs of the class as a whole and the individual children within the class.

Children will be given opportunities to perform and evaluate their own work along with the work of others. If possible photographs and video recordings could be made (for example, on an iPad) so the children could use them for a self-assessment tool.

Method of Delivery

The teaching organisation includes:

- Whole class
- Group work – ability and social
- Individual work
- Paired work

Differentiation

Teachers will use a range of teaching and learning approaches and a variety of activities to engage and motivate pupils of all abilities. This process includes differentiation by:

- Adjusting tasks.
- Providing different tasks.
- Use of a wide range of resources/materials which are selected to meet pupils' needs.
- Support offered to pupils.
- The response to work and learning given by the teacher.
- Appropriate grouping of children.

Equal Opportunities

Access to learning experiences will be ensured for every child regardless of age, disability, gender, sexual orientation, nationality, race, religion, status or socio-economic background. This will be achieved by creating effective learning environments in which stereotypical views are challenged and pupils learn to appreciate and view positively differences in others. We will ensure that:

- All forms of bullying and harassment, including racial harassment, are challenged and dealt with appropriately.
- There is differentiated work to support the learning of children of all abilities.
- All children are encouraged to answer questions and take part in discussions by creating an atmosphere in which they feel secure.
- There are good adult role models in school.

Inclusion

Every child at Scraftoft Valley Primary School has the right to be included in all learning opportunities. Our approach in any curriculum area is to prepare every child with the necessary skills, knowledge and attitudes to equip them for a positive role within society.

Inclusion should create in every learner, self-confidence and self-esteem so they can facilitate their own development. All pupils within the school are entitled to two hours per week of physical activity, including activities offered within curriculum time, organised playground activities, breakfast club activities or after school clubs.

Special Educational Needs and Disability (SEND)

PE is a non-core subject within the National Curriculum, and each child regardless of age, race or gender has an entitlement to be taught at an appropriate level to fulfil their potential in this area.

Children are taught PE from the Foundation Stage onwards. Children with SEND are identified as early as possible and their needs addressed in accordance with the school's SEND Policy.

Role of PE Subject Leader

The PE subject leader will:

- Maintain an overview of PE aims and objectives ensuring coverage of statutory requirements.
- Ensure balance, continuity and progression within PE.
- Review and monitor planning and assessment.
- Monitor the teaching of PE through lessons observations and planning.
- Monitor the success of PE through pupil interviews.
- Provide help, ideas and support to address the needs of individual teachers and whole staff.
- Maintain resources and give advice on their use with reference to the Health and Safety Policy.

Resources

PE resources are located:

- Key Stage One Hall: apparatus suitable for Foundation, KS1 and lower KS2 gymnastics, mats.
- Foundation Stage outdoor play equipment in outside container.
- Key Stage Two Hall and Store: apparatus suitable for KS2 gymnastics, a range of balls, beanbags, hoops. Hockey, netball, rugby, tennis and basketball equipment are available.

Health and Safety:

All staff must be aware of the risks in teaching a physical activity and general risk assessments will take place before any PE lesson. It is the teachers' responsibility to ensure the area where PE is taught is fit for the purpose. The hall must be clear and clean and outside areas must be free from hazards and safe to use. The teacher can involve the children in pointing out risks and minimising these.

Adults taking children swimming must have the appropriate swim testing which will be renewed every year, before the start of the academic year. The specific testing is provided for by the local leisure centre. All adults involved in swimming will have read the appropriate documentation provided from the pool and know their roles and responsibilities prior to attending.

All jewellery must be removed before children or teachers take part in PE. Religious jewellery should be removed if possible or secured safely, for example, a sweatband covering a bracelet. Newly pierced ears should be covered with micropore tape provided by home for the initial 6 week settling period only. Long hair must be tied back.

All problems regarding the suitability or shortage of equipment will be reported to the PE subject leader as soon as possible. It is the responsibility of the PE subject leader to maintain and purchase equipment, which involves arranging outside inspections of the gymnastics equipment, and disposing of and re-ordering broken equipment. Pupils will be taught from an early age to manage and use apparatus safely and effectively. They will be taught to return equipment to its storage place where possible and the safety aspects of moving and lifting heavy equipment. Pupils will not be allowed to access PE equipment without supervision.

Extra-curricular activities

- Opportunities for sport will be provided at Breakfast Club
- Competition/friendly football matches against other schools will be arranged
- Opportunities to perform routines will be given in assemblies (whole school/key stage)
- After school clubs will be on offer from coaches/teachers
- Promotion of local clubs (giving out leaflets, newsletter)

Adults Other Than Teachers

Coaches may be employed to deliver some PE. A teaching assistant or member of teaching staff will be in attendance for first aid/behaviour management. These coaches must have at least a level 2 qualification within an area of sport.

The school encourages the use of adults other than teachers to support the teaching of areas of the PE curriculum where they have expertise (adults other than coach's i.e. TA). These adults must be given a full induction into how the school policies operate including the behaviour policy. The teacher must ask to see a copy of the lesson plan or an outline of what the lesson will involve to check the suitability for that particular group of children. The teacher must teach alongside the adult to ensure quality first teaching and behaviour management.

Staff Development

All teachers within the school will ensure 2 hours a week of physical activity. Teachers will be encouraged to use their hall time, along with the outside space when the weather conditions allow.

Staff will be given every opportunity to attend training courses to develop their knowledge and skills for successful teaching of all aspects of the PE curriculum. It will be the responsibility of the PE

subject leader within the school to identify the training needs within the school. Teaching assistants and dining supervisors will also be trained in the use of playground equipment and will be expected to make sure the children use the equipment to further develop their physical wellbeing.

Physical Education Kit

A change of clothing will be worn for both indoor and outdoor activities. Allowances can be made for religious or cultural beliefs.

For gymnastics and dance:

- Bare feet unless a specific ailment such as verrucas is diagnosed (this is to protect the sufferer if verruca is sore; not to protect other children from infection because verrucas are only infectious in wet areas).
- Leotards or shorts and close-fitting t-shirts.

For games, athletics and outdoor and adventurous activities:

- Shorts and t-shirts
- Tracksuit and thin-soled trainers for outdoor sessions
- It is acceptable for children to wear boots for outdoor football and rugby but only if those children have shin pads and they only play against other children who also have boots and pads.

For swimming:

- Trunks and full bathing costumes are acceptable. No bikinis or long Bermuda type shorts.
- Goggles may only be worn after written permission is received from the parents and only in exceptional circumstances. Teachers may refuse to allow a child to take part in swimming if the child is shown not to be able to safely use the goggles.

Cross Curricular Links:

PE lessons are an ideal opportunity to incorporate cross-curricular links and this could be identified on teachers' plans.

Literacy: There are many opportunities to contribute to Speaking and Listening aspects of Literacy by encouraging children to describe what they have done and to discuss how they might improve their performance.

Numeracy: Links with Numeracy are possible through measuring jumps and runs; problem solving during outdoor and adventurous activities; making shapes with the body; using symmetrical patterns during dance or gymnastic activities.

Science: An ideal link with Science comes from one aspect of the National Curriculum for PE: knowledge and understanding of fitness and health. Children will be taught how exercise affects the body and why it is important to exercise.

ICT: The use of digital cameras and iPads links PE to ICT. The children should be involved in the recording and reviewing of the information recorded. Other links can be made using interactive whiteboards in class to display and discuss aspects of good practice in PE.

PSHE: Children will be encouraged to be team players, to celebrate success and to accept defeat.

History: The use of myths and legends as a stimulus for dance can link PE to History. Historic events can also be recreated through dance.

Geography: Knowing the origin of dances/sports. Children to know where in the world a sport/dance originates and which sports are popular in different parts of the world. Maps may also be used for orienteering activities.

Religious Education: Dances from different cultures and religions can be used to link RE and PE.

Music: Responding to music through the use of movement to reinforce musical vocabulary and its meaning, for example, pitch, dynamics, tempo and timbre provides an excellent link to PE.

Equality and Diversity Statement

(Please refer to our Single Equality Policy and equality objectives)

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

Review

This policy will be reviewed every three years or revised in the light of any new legislation.