

## PE Policy

Fishergate Primary School



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#### 1) Purpose of Study

*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.*

*- (National Curriculum in England: PE Programmes of Study, DfE, 2013)*

#### 2) Aims

- Fishergate Primary School recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education 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 fun and competitive sports and activities
  - lead healthy, active lives

#### 3) Planning

We use an annual long term plan to ensure all subject content from the National Curriculum is taught across all key stages. Phases meet termly to complete medium term planning, adapting as appropriate to keep the curriculum relevant and targeted to the children's specific needs.

#### Early Years

In Early Years, Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can

support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

(Early Years Foundation Stage statutory framework, DfE, 2024)

### 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 coordination, 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.

- (National Curriculum in England: PE Programmes of Study, DfE, 2013)

### 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 [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.

- (National Curriculum in England: PE Programmes of Study, DfE, 2013)

### Overview of sporting activities:

#### AUTUMN 1

| Year 1/2       | Year 3/4                      | Year 5/6       |
|----------------|-------------------------------|----------------|
| GLOBAL: SPORTS | GLOBAL: SPORTS                | GLOBAL: SPORTS |
| Tag Rugby      | Tag Rugby<br>(Swimming: Yr 4) | Tag Rugby      |
| Year 1/2       | Year 3/4                      | Year 5/6       |
| GLOBAL: SPORTS | GLOBAL: SPORTS                | GLOBAL: SPORTS |
| Multi skills   | Netball                       | Netball        |

**AUTUMN 2**

| Year 1/2                            | Year 3/4                     | Year 5/6                       |
|-------------------------------------|------------------------------|--------------------------------|
| Football                            | Football<br>(Swimming: Yr 4) | Football                       |
| Year 1/2                            | Year 3/4                     | Year 5/6                       |
| Health Related<br>Fitness/Boxercise | Indoor athletics/Yoga        | Indoor athletics/<br>Boxercise |

**SPRING 1**

| Year 1/2   | Year 3/4                  | Year 5/6   |
|------------|---------------------------|------------|
| Gymnastics | Dance<br>(Swimming: Yr 4) | Dance      |
| Year 1/2   | Year 3/4                  | Year 5/6   |
| Dance      | Circuits/Basketball       | Gymnastics |

**SPRING 2**

| Year 1/2   | Year 3/4   | Year 5/6   |
|------------|------------|------------|
| Hockey     | Hockey     | Hockey     |
| Year 1/2   | Year 3/4   | Year 5/6   |
| Basketball | Gymnastics | Basketball |

**SUMMER 1**

| Year 1/2 | Year 3/4                   | Year 5/6 |
|----------|----------------------------|----------|
| Tennis   | Tennis<br>(Swimming: Yr 4) | Tennis   |
| Year 1/2 | Year 3/4                   | Year 5/6 |
| Cricket  | Cricket                    | Cricket  |

## SUMMER 2

|                 |                              |                 |
|-----------------|------------------------------|-----------------|
| <b>Year 1/2</b> | <b>Year 3/4</b>              | <b>Year 5/6</b> |
| 3 in a bucket   | Rounders<br>(Swimming: Yr 4) | Rounders        |
| <b>Year 1/2</b> | <b>Year 3/4</b>              | <b>Year 5/6</b> |
| Athletics       | Athletics                    | Athletics       |

### Additional sporting activities:

- **Inter and Intra schools competitions**
- **Active playtimes and classroom active challenges**
- **Marathon day (May the 4th Be With You)**
- **National sports week**
- **Sports day**

### Swimming:

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be 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.

- *(National Curriculum in England: PE Programmes of Study, DfE, 2013)*

At Fishergate Primary School, children in Year 4, attend weekly swimming lessons at Carr Junior School. Year 4 pupils who take part in these lessons are those pupils who cannot swim 25 metres independently. There are 30 lessons across the school year. Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course.

### 4) Teaching

Teaching in PE should be exciting, engaging and adapted to meet the needs of all learners.

- The curriculum is mapped to ensure that children participate in a range of activities and evaluate their own performance. Time is effectively managed to ensure that lessons and activities are well organised and resourced. Pupils experience a range of opportunities to work individually, in pairs or in groups.

#### Typical Lesson Structure:

- Lessons begin with a clear focus on the learning intention of the session.
- Lessons then commence with an introduction/warm up to prepare pupils physically for exercise.
- Direct teaching of knowledge and skills precedes subsequent skills practice by the pupils, under the supervision of the teacher.
- The main activity provides an opportunity for children to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- Lessons conclude with a 'cool down' activity'.
- Finally, lessons end with a closure discussion linking directly back to the learning intention. There is also an opportunity for children to reflect on their learning and progress.

## **5) Inclusion & SEND**

We provide equal opportunities by ensuring the planning and teaching of PE is adapted to meet the needs of SEND pupils, including the following:

- Pre-teaching of skills and extra time given to practise these skills during the lesson
- Adapting activities to suit all abilities and needs.
- Review of instructions 1-1 with simpler language and fewer steps.
- 1-1 discussion to guide interpretation.
- Ear defenders.
- Quiet space available for brain breaks and sensory breaks
- Mixed attainment pairings.

In addition to this, as part of Fishergate's commitment to raising the attainment of disadvantaged young people (RADY), these pupils' SEMH and wider academic needs are prioritised. Any barriers for disadvantaged pupils, including pupils from families seeking sanctuary, are overcome so they can participate fully in the PE curriculum and achieve the above outcomes alongside their peers

## **6) Assessment and feedback**

- Lessons are evaluated by the class teacher, identifying individual progress and informing future planning.
- The assessment of PE at Fishergate Primary School is in accordance with the National Curriculum 2014 attainment target for each key stage. Individual lessons and units of work are planned to align directly and enable progress in each area.
- Physical activity is promoted throughout the school day:
  - Active playtimes with playground equipment including balls, hoops and skipping ropes.
  - Use of the field and the Multi use games area (MUGA) at lunchtimes.
  - After school sports clubs where providers can assess pupils involved and monitor progress to inform future sessions.

Parents are made aware of their child's progress through parents evening and the annual written report.

## **7) Resources and PE equipment**

- The School work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher.
- The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. Schools receive PE and Sport Premium funding based on the number of pupils in years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the Fishergate Primary School website' along with the PE action plan
- P.E. equipment is stored safely in the locked P.E.cupboard in school in the wooden sheds on the playground and in the container on the school field. The PE cupboard is locked and only members of staff have access. The cupboard is regularly checked by the PE leader to check its tidiness and organisation. Staff are advised to inform the PE Coordinator of broken, damaged or lost equipment so that replacements can be ordered.

## **8) Role of the Subject Leader**

The PE leader should support the planning, teaching, learning and assessment of PE within the school:

- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- Provide up-to-date information for teachers on (online) resources in PE and new initiatives and schemes.

- Seek further training and support from specialist teachers and coaches, including liaising with the North Yorkshire Sports Partnership to provide opportunities for intra schools sporting competitions, in school challenges and events.
- Oversee the teaching and learning in PE in line with the Long Term PE plan and action plan.
- Ensure the PE curriculum resources available to teachers are of a good standard
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.
- Report to the Head Teacher and Governors on PE.
- Attend CPD training and feedback to staff.
- Update the PE Policy to keep it up-to-date.

## **9) Health and Safety**

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

### **a) PE Kit**

Children are encouraged to wear appropriate PE clothing. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are recommended. Pupils are encouraged to come dressed in PE clothes on their allotted PE days.

Children are bare-footed for gymnastics lessons for safety reasons.

Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

### **b) Jewellery and Hair**

Children must not wear any kind of jewellery in PE lessons, including watches. Pupils with medium/long hair are reminded to tie it up securely.

### **c) Weather**

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. The upper hall and the downstairs hall are available should a PE lesson need to be indoors

### **d) Hygiene**

Pupils are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in KS2.

## **10) Diversity and Representation**

At Fishergate Primary School, we celebrate the diversity within our school. We also believe that pupils should not be stereotyped by girl/boy, religion/belief or gender expression.

We appreciate that children are free to wear multi faith and gender neutral PE clothes for PE and swimming lessons.

We encourage a wide range of sporting role models throughout the school.