

# ESTCOTS PRIMARY SCHOOL



## Physical Education Policy

## **ESTCOTS PRIMARY SCHOOL PHYSICAL EDUCATION AND SCHOOL SPORT POLICY**

The National Curriculum 2013 states: -

‘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.’

### **Aims**

The fundamental aim of P.E. is to provide pupils with the chance to exercise in a safe and secure environment. P.E. also aims to achieve effective learning opportunities for *all* pupils to progress from their own level of ability and understanding.

Within school we recognise our responsibility for providing 2 hours per week within curriculum time and where possible an additional hour within our extended learning opportunities and play times. We also aim to use community and local links to provide opportunities for children and families to access a further 2 hours of physical activities, this coincides with the Governments recommendations of 5 hours of physical activity per week.

In accordance with the Governments Curriculum Reviews we should also aim to promote opportunities for children to participate and succeed in competitive sports within Intra and Inter competitions. We aim to include as many children within the competitive activities as possible by including competitions into P.E. teaching and learning.

### **Physical Education at Estcots**

#### **EYFS**

Children will be encouraged to develop independence in organising themselves ready for P.E. lessons. During their P.E. time children will be encouraged to move showing control and coordination in a variety of ways with some awareness of space. They will begin to show control in various large and small scale movements with confidence and imagination. Children will travel around, under, over and through various balancing and climbing equipment showing an awareness of space of themselves and others, moving safely. Within these lessons and other opportunities for physical engagement children will use small and large equipment showing a range of basic skills and begin to demonstrate fine motor control and coordination. They will handle tools, objects, construction and malleable materials safely and with basic control. Children will also recognise the importance of keeping healthy and the changes that happen to their bodies when they are active. During the Early Years Foundation Stage children will be able to repeat, link and adapt simple movements whilst demonstrating coordination and control in large and small movements and in using a range of tools and equipment.

#### **Key Stage 1**

Pupils should copy, remember, repeat and explore simple skills and actions with basic control and coordination. They will start to link these skills and actions in ways that suit the activities, and begin to vary these actions and ideas. They begin to show some understanding of simple tactics in team games and basic compositional ideas. Children will begin to vary their responses to tactics and composition. They describe and comment on their own and others' actions and talk about differences between their own and others' performance and suggest improvements. They understand how to exercise safely, and

describe how their bodies feel during different activities. They give reasons why warming up before an activity is important, and why physical activity is good for their health.

## **Key Stage 2**

Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' and can compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their own performance. They will begin to analyse their work and make improvements by modifying and refining skills. The children will be able to explain and apply basic safety principles when preparing for exercises as they warm up. They will also be able to describe what effects exercise has on their bodies and how it is valuable to their fitness and health. With experience children will explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise.

Children in Years 4 and 5 will have access to swimming lessons as part of their P.E. curriculum with children in Year 6 being offered a Top Up Swimming programme to support those who cannot swim 25m.

## **Gifted and Talented in P.E.**

We recognise that there are children working at a higher level than other children within each class. We are keen to identify and challenge the skills of these children within P.E. lessons. We also recognise that these children may be skilled in certain areas of P.E. and teachers are working hard to support their development in other areas of Physical Education.

These pupils will consistently distinguish and apply advanced skills, techniques and ideas, consistently showing high standards of precision, control, fluency and originality. Drawing on what they know of the principles of advanced tactics and compositional ideas, they apply these in their own and others' work. With support they will modify them in response to changing circumstances and other performers. They evaluate their own and others' work, showing that they understand the impact of skills, strategy and tactics or composition, and fitness on the quality and effectiveness of performance. They plan ways in which their own and others' performance could be improved.

## **P.E. Curriculum at Estcots**

### **Games**

Teaching ensures that P.E. lessons are both fun and energetic whilst focussing on learning and progression. At Estcots we plan P.E. lessons based on a series of skills which will enable children to compete in competitive events. Teaching points are made throughout the lesson to enable children to make significant progress. Children are encouraged to reflect on their own and others skills in order to develop further. We cover a broad and balanced range of games and skills and have a wide selection of equipment in order to appropriately teach different sports and games.

At Estcots we recognise the role of individual development, the importance of a competitive edge and the need for good sportsmanship. We aim to provide a safe and secure learning environment where children can develop individual skills and where children can make mistakes and learn how to correct these. Within the main teaching of the lessons children are encouraged to be competitive with each other and themselves; setting themselves personal goals to beat and achieve throughout their learning. We believe that children should have the opportunity to compete in order to apply the skills they have

developed. We recognise that this enables children to recognise their own and others strengths and weaknesses but we strongly stress the importance of learning to work together as a team focusing on each others successes rather than failures and developing a sense of group responsibility.

## **Gymnastics**

At Estcots we encourage the children to develop Gymnastic movement and agility skills using a progressive competition structure. Our Gymnastics teaching supports the idea of using agilities and core skills that are suitable to the level of the children being taught. The use of Fundamental Movement and Key Steps Gymnastics allows us to teach age appropriate performance opportunities focusing on movement skills.

## **Dance**

We believe that P.E. helps children think creatively and make meaningful links to other areas of the curriculum. Our dance is often topic based, linking with History, Geography or Science units that we are covering. P.E. is also seen as a visible or personal means of exploring concepts in Science. Dance is also used to develop the children's awareness and understanding of different cultures and traditions.

## **Swimming**

Children in Years 4 and 5 are taught to swim a range of strokes at an external centre. This aims to allow all children to achieve their 25m award and develop safe water skills. Children in Year 6 identified as unable to swim 25m are taken for top up swimming lessons to allow them to transition into secondary school with this fundamental skill.

## **Outdoor and Adventure**

Children in upper Key Stage 2 are encouraged to attend the PGL Residential visit at the beginning of Year 6. This aims to prepare them for the challenges they will face during their final year of Primary School; developing independence, confidence, self-belief and building friendships and relationships with their peers.

All children are offered free physical time in their morning break and during their lunch break. During this time children are encouraged to manage their own involvement in a range of physical activity opportunities and ensure they are moving and playing with an awareness of safety and respect.

## **Teams and School Sport**

School Games forms a key part of the Government programme to deliver a meaningful sporting legacy for the London 2012 Olympics. The focus of the school games is to engage and enthuse more young people to participate in high quality meaningful school competition, supporting them in achieving their own personal best in sport and in life. The School Games comprises of four levels of competition, with the fourth becoming participating in sports at a National level.

### Intra Competition – Level 1

We aim to provide opportunities for Intra Competitions within school run by the School Sports Crew. During these competitions the Sports Crew become experts in the sports events and work in collaboration to deliver competitions within school time. Our involvement in National Schools Sports Week also promotes the idea of Intra competition.

### Inter Competition – Level 2

Children from across Key Stages 1 and 2 are chosen to represent the school in local inter-school competitions. Year 5 and 6 will be given priority for participation in the league events with regular meetings for the Autumn and Spring Term. Participation and successes are shared with the whole school community to ensure a sense of unified achievement throughout the school.

### County/Inter Competition – Level 3

These county and larger events are organised by the Mid Sussex Active (MSA) team and where possible Estcots will enter teams to take part in these events. Children who are identified as exceptional performers will be nominated for higher level participation moving onto Level 4 of the School Games, representing their County and Nation in larger competition.

### **Planning**

In the EYFS opportunities for physical activities are developed, from the Development Matters and EYFS framework, in relevant, interesting and stimulating ways for the children. Physical development underpins much of this early curriculum with observations made about the children's participation and ability.

In Key Stages 1 and 2 planning is based on the National Curriculum skills (2013), teachers will use schemes given including British Gymnastics Key Steps, Tops Sports, Multiskills and ideas from MSA and P.E. Primary internet site.

Medium and Short Term Plans are kept in Whole School Planning on staff server.

### **Equal Opportunities**

At Estcots we believe that P.E. should be available to all children and tailored to suit their needs. A variety of equipment has been purchased to help children develop at their own pace and all activities have simplified or more complex versions available if needed. Competitive sporting opportunities are largely based on the children setting their own personal goals and their achievement of personal bests.

### **Roles of Staff**

#### Headteacher

The head teacher is responsible for the overall monitoring of the P.E. and Sport curriculum, ensuring that a Primary Link Teacher(PLT) is in place.

#### Subject Co-ordinator (PLT)

The subject co-ordinator is responsible for maintaining equipment and its accessibility enabling staff to use equipment efficiently and safely. They are also responsible for making sure staff are aware of the range of activities at their disposal. The subject coordinator should also monitor the number of hours where children participate in P.E. and report this to the necessary departments and ensure that the activities for each year group suggest a possible progression.

#### Class teachers

It falls to the phases and individual teachers to plan lessons that are meaningful and allow children to develop their skills and game playing techniques. Teachers should also ensure they are providing the correct number of hours of P.E. each week and covering all topics for their year group.

### **Health and Safety**

To ensure safe practice children should be taught to;

- ★ Be concerned with their own and others' safety in all activities undertaken
- ★ Understand the importance of warming up for, and recovering from, exercise, thus preventing injury
- ★ Understand the importance of adopting a good posture and the correct use of the body at all times
- ★ Lift, carry and place equipment safely
- ★ Observe the rules of good hygiene
- ★ Understand the safety risks of wearing inappropriate clothing, footwear and

jewellery

- ★ Wear long hair tied back safely
- ★ Remove or tape earrings
- ★ Respond readily to instructions and signals quickly, and follow relevant rules and codes

There is a risk assessment for the gym equipment in the school office.

### **Record Keeping and Assessment**

When planning we ensure;

- ★ Opportunities for assessment of our pupils' understanding are clear in our medium terms
- ★ Throughout teaching and learning time children are given the opportunity to discuss their own and each others performance and make immediate changes to improve their performance
- ★ The use of the digital cameras and recordings allow the children to scrutinise their performances further
- ★ Teachers use tracking grids to identify children exceeding or not meeting teaching expectations