

# ***TWEEDDALE PRIMARY SCHOOL***

## **POLICY FOR PHYSICAL EDUCATION**

### **Review of the Policy**

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the Local Governing Body on **10/03/21** .

The policy will be reviewed by the Head Teacher annually and by the governing body in **March 2024** or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Head Teacher, Senior Management and individual curriculum coordinators.

Signed.....  
Headteacher

Date.....

Signed.....  
Chair of Governors

Date.....

# PHYSICAL EDUCATION POLICY

## **Introduction**

The purpose of this policy is to provide guidelines to support the teaching and learning of Physical Education (P.E.) at Tweeddale Primary School.

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 national curriculum for physical education 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
- engage in competitive sports and activities
- lead healthy, active lives

## **Attainment Targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **Subject Content**

### **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 [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

## Early Years and Foundation Stage

The EYFS curriculum covers PE as part of the Prime Area – Physical development – moving and handling.

Nursery and Reception have a freeflow policy in which children have access to both the indoor and outdoor environment for the majority of their time in school. Reception also receive 1 hour of PE a week with a sports coach where they play games which help them to reach the early learning goals relating to moving and handling.

<b>Moving and Handling</b>
<u>22-36 months</u> <ul style="list-style-type: none"><li>• Runs safely on whole foot.</li><li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li><li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li><li>• Can kick a large ball.</li><li>• Walks upstairs or downstairs holding onto a rail two feet to a step.</li></ul>
<u>30-50 months</u> <ul style="list-style-type: none"><li>• Moves freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li><li>• Mounts stairs, steps or climbing equipment using alternate feet.</li></ul>

- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.

#### 40-60 months

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

#### **Early Learning Goals**

- 1. Children show good control and co-ordination in large and small movements.**
- 2. They move confidently in a range of ways, safely negotiating space.**

## **Swimming and Water Safety**

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

At Tweeddale each child in Key Stage 1 and Key Stage 2 has the opportunity to swim weekly for the equivalent of two terms each year under the supervision of a qualified instructor. It is a requirement that all children must wear a swimming hat. Children in the pool area are supervised at all times.

## **Distribution of PE at Tweeddale**

In Early Years Foundation Stage children have access to physical development as an integral part of freeflow provision.

- **Physical Development:** with opportunities for all children to develop and practice their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe. The aspects are moving and handling and health and self-care.

In Key Stage 1 and Key Stage 2 children receive two hours of high quality PE teaching a week. One hour delivered by the class teacher and the other by a specialised sports coach.

## **Safety**

Safety is of paramount importance during a P.E. lesson and children should change into appropriate clothing to ensure this:

Gymnastics and dance

bare arms and legs, close fitting clothes. Bare feet, wherever practical, plimsolls may be worn where necessary (no trainers)

Games

Suitable change of clothing for outdoor/indoor activity. Plimsolls or trainers to be worn. (see uniform policy)

Long hair must be tied back securely. Jewellery of any description should not be worn for P.E. and it is the responsibility of the parent/carer to remove all jewellery on P.E. and swimming days for children in Foundation and Key Stage 1. In Key stage 2, children are expected to remember themselves to remove jewellery for lessons.

## **Emergency Procedures**

Teachers need to be aware of children with specific health/medical problems and allergies.

*In the event of an accident:*

- stop the lesson
- send two children with an emergency card for help either to the office or to the nearest member of staff.

If an injured child is unable to get up, do not move them but send for help.

All accidents must be reported by means of the Accident Report Form (available from the office).

In extreme cases, teachers will need to use their professional judgement.

Emergency procedures are displayed in the hall, gym and swimming pool.

There is further guidance available in the AFPE handbook for areas adults may be less confident with before a lesson begins.

## **Planning**

Staff are using the Merton PE scheme of work. Long term and medium term planning is set out by the PE leader after discussion with the school's specialised sports coach. Individual lesson planning is followed from the Merton PE scheme and teachers have copies of the master planning folder in the class PE folder.

## **Assessment**

In order to ensure that teaching is effective and that individual children are progressing, assessment needs to be on-going, based on the national Curriculum's requirements.

Assessment is part of the teaching and learning process. It makes a constructive contribution to teaching and learning and provides individual children with opportunities to show what they understand and can do.

Assessment is needed to:

- provide information about the teaching and learning processes in P.E.
- help teachers to plan future teaching and learning activities and evaluate them
- detect and diagnose difficulties experienced by individual children
- inform children and parents about the progress they are making

Assessment is made through the course of normal P.E. lessons. Teachers use their observations of pupils' work and pupils' own assessment of their progress. At the end of each unit (at the end of every half term), teachers use their judgement and guidance from the assessment section of the Merton scheme of work to give an overall grade. The school's specialised sports coach will do the same for the area of PE they have covered also. These grades are then averaged at the end of the year to give a final grade- emerging, developing or secure which are tracked electronically.

### **Monitoring and Evaluation**

It is the responsibility of the PE coordinators to monitor plans and coverage, create and follow the PE action plan determining impact strategizing for the future and reporting on the development of PE to SLT as required. PE lessons and planning folders are monitored through learning walks which include looking at planning folders.

### **Extra-Curricular Activities**

These are an important part of a child's primary education. They enable pupils to develop particular skills and further their interest in one or more sporting activities. They help to introduce a competitive element to team games and promote co-operation and a sense of sportsmanship. We therefore offer a range of clubs including opportunities to take part in sports which include non-mainstream sports to give all children a wide range of opportunities. We also work with schools and companies in the local area to provide opportunities for children to take part in competitions or festivals.

### **PE and Sport Premium**

The school uses the government funding to develop and add to the PE and sport activities that we already offer and to build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years. The funding is used to: increase engagement of all pupils in regular physical activity, raise the profile of PE across the school as a tool for whole-school improvement, increase confidence, knowledge and skills of all staff in teaching PE and sport, ensure all children gain a broader experience of a range of sports and activities and increase participation in competitive sport. A breakdown of how the money is spent and projected spending is displayed on the school website.

This policy should be read in conjunction with the Physical Activity Policy, Inclusion Policy, Equal Opportunities Policy and Race Equality Policy.