



Physical Education Policy

February 2022

Review date: September 2023

Subject Leader: Erica Westwood

Statement of intent

At Beckers Green, we strive to excite and engage our learners through topics which are selected to enhance their cultural capital. Historically in our community, the experiences of our children have been isolated to their local environment and it is therefore important that we seek to expand horizons within their school experiences. Our curriculum also includes many opportunities for children to understand the cultural importance of Braintree and its geographical and historical context.

We have used this knowledge of our pupils to create a curriculum that is ambitious for all and offers them learning that build on prior knowledge and understanding. Topics and lessons are sequenced carefully to ensure opportunities to revisit and activate prior knowledge are optimised in order to support pupils in transferring information to their long-term memory.

Pupils with additional needs have their needs met through high quality teaching (which may include scaffolded tasks, appropriate support and challenge) or through individualised curriculums where necessary.

Introduction

- We believe in giving all pupils, irrespective of their academic or physical ability, the opportunity to discover and develop their physical potential through a balanced and developmental programme of activities. We do so in the belief that physical education in a safe, supportive and challenging environment is a vital component in the development of children's physical and emotional health and well-being. This, we believe, includes qualities such as enjoyment, tolerance, co-operation and the development of expertise.
- In this context, we are committed to achieving maximum participation for all children whilst recognising the need for equal opportunities on the grounds of gender and children's specific individual needs. Within a caring and supportive environment, we believe in encouraging positive relationships between groups and individuals while providing challenges and stimulation through physical activity.
- We believe in allowing children to apply skills, knowledge and concepts, to experiment, to be creative and imaginative and to recognise and celebrate progression and achievement within the physical medium.
- We are further committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with sporting bodies, clubs etc., and the provision of extracurricular activities organised by the school, is a positive experience and that the recognition and celebration of children's achievements outside school promote an awareness of the value of physical activity for all children.

School aims

Beckers Green Primary School aims to enable all children the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Providing high quality curriculum entitlement and a high quality learning environment;
- Promoting the Beckers Green Primary School Code to enable the children to value themselves and each other

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National Curriculum aims

The national curriculum for PE 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.

Organisation

Foundation Stage

Pupils access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this pupils have a weekly PE lesson and a weekly session of outdoor learning in our copse.

Expected learning goals (EYFS Framework):

Physical Development

Gross Motor Skills ELG

Children at the expected level of development will:

- 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.

Managing Self ELG

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

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.

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 such as front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.

Planning (including differentiation, inclusion and evaluation)

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.

Resources

PE resources are stored in the cupboard in the hall and the garage. Equipment is serviced regularly. Any broken equipment should be reported to the PE subject leader immediately.

Assessment, recording and reporting

Pupils' assessment in PE is recorded on Curriculum Maestro.

Monitoring

- The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the subject leader.
- At the end of each term the PE subject leader will analyse the data from each year group and produce a report for the head teacher detailing attainment and progress in PE across the school. This will include analysis of specific groups within school such as Pupil Premium children and higher attaining pupils.
- Pupil voice is carried out termly by the subject lead to establish children's enjoyment and understanding of the skills taught.
- The PE lead will observe lessons across the school, monitor planning and collect photographs of work.
- At the end of the year the PE subject leader will produce an annual report evaluating PE across the school.