



The Grove Primary School

"The Grove School Cares"

Physical Education Policy

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Rationale

At the Grove Primary School, we aim to give children the best PESSPA (physical education, school sport and physical activity) opportunities we can. We strongly believe that PESSPA can help build skills such as stamina, determination, competitiveness, willingness, team-work and enthusiasm which we all know can be used across a wide range of other subject but also in wider life. We believe PESSPA is a vital part of school life and our children's well-being. We aim to provide a safe and supportive environment as well as an inclusive, broad and balanced PE curriculum that ensures all children will benefit. This could be through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations. All children should have the opportunity to enjoy being physically active.

We ensure children understand the importance of leading a healthy lifestyle and try to equip them with the tools to do so, through the teaching of PESSPA. Children must understand how to take care of themselves both mentally and physically. We believe that participating in PESSPA is a key element of a school where pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond lessons, with after-school clubs, in-school and inter-school competitions, and festivals.

Rights Respecting

Our curriculum and this policy have been written with consideration to our school commitment to the UN Convention on the Rights of the Child (UNCRC) and our achievement of becoming a Rights Respecting School. It complies with the following rights:

Article 24 - Every child has the right to the best possible health.

Article 28 - Every child has the right to an education.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and environment.

Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Aims and Objectives from the National Curriculum

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.

Early Years

We recognise the importance of physical development in the Early Years Foundation Stage. A child's physical development and active play not only contributes to their future health and well-being but also supports all other areas of their cognitive, social and emotional learning.

In the statutory framework for the early years foundation stage, physical development is one of the prime areas of learning and development. As a prime area it also helps to develop personal and social skills, self-confidence, social interaction, turn taking and getting along with others.

Physical development is also known as motor development. A child's physical or motor development falls into two categories: Fine motor skills and gross motor skills. As part of their physical development, children in Early Years are given opportunities to:

- develop good control and co-ordination in large and small movements.
- practise moving in a range of ways, safely negotiating space.
- demonstrate strength, balance and coordination when playing;
- learn about the importance of physical exercise for good health, and a healthy diet,
- talk about ways to keep healthy and safe.

Children in Early Years Foundation stage also develop their physical competence through the following:

Active learning (daily)



- active play
- fine and gross motor skills (both as interventions and during 'free play')
- dough disco
- outdoor provision

PE lessons

- Reception-2x per week to cover fundamentals, dance and gymnastics,
- Nursery-Summer 2 term

Forest School sessions

- Reception-1 session per week

Forest schools also supports a child's physical development by:

- enabling them to be active in an outdoor, natural environment
- developing their understanding of the importance of outdoor activities and how they link to their well-being
- increasing emotional wellbeing
- developing fine and gross motor skills and coordination for real purposes.

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.

Cross Curricular

Where relevant, links will be made to cross curricular themes and used as a means to develop cross curricular skills. For example:

Numeracy. In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems.

In the dance scheme teachers have access to numeracy based concepts which can be taught through dance.

Problem Solving. Through an open-ended approach in OAA and team games, pupils will develop their ability to find ways of answering questions.



Literacy and Communication Skills will be developed by discussion in lessons and in problem solving, and by communicating ideas through movement.

Personal and Social. Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

Preparation for Citizenship. By providing information about clubs and associations, pupils are made aware of agencies and groups outside the school and home environments.

Science. Our curriculum teaches children about the physical changes in the body, the positive effects of exercise on the heart and to how to eat a balanced diet

Implementation

We have also signed up for a fantastic scheme of work called 'Get set 4 PE'.



This offers lesson plans and schemes of work that have been written with careful consideration of the aims of the National Curriculum, to ensure that children are given a wealth of opportunities to develop their physical skills as well as developing the whole child.

Each lesson plan has progressive activities that are designed to inspire and engage your pupils, allowing them to explore and develop skills and embed knowledge. The lessons are accompanied by supporting resources including resource cards, skills videos and music. Teaching points appear throughout to help teachers with their subject knowledge and differentiation tasks provide activities with simple changes to appropriately challenge all of your pupils.

PE and Sports Premium

The school sport and activity action plan sets out the government's commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day. It recommends 30 minutes of this is delivered during the school day (in



line with the Chief Medical Officers guidelines which recommend an average of at least 60 minutes per day across the week).

Schools are given a PE budget that they can use specifically for the development and improvement of PE within their school. Schools must use the funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport they provide. This includes any carried forward funding.

This means that you must use the PE and sport premium to:

- develop or add to the PE, physical activity and sport that your school provides (such as after school clubs or clubs that come in during school sessions)
- build capacity and capability within the school to ensure that improvements made now are sustainable and will benefit pupils joining the school in future years

The PE and sport premium is used to secure improvements in the following 5 key indicators.

Engagement of all pupils in regular physical activity

1. The profile of PE and sport is raised across the school as a tool for whole-school improvement
2. Increased confidence, knowledge and skills of all staff in teaching PE and sport
3. Broader experience of a range of sports and physical activities offered to all pupils
4. Increased participation in competitive sport

Assessment and Monitoring

Class teachers will assess children's skills through observation and discussion of their work alongside the 'Get set 4 PE' assessment criteria grids. They will use tapestry to record children's achievements in PE. Teachers will relate these to the four key assessment areas using their Teacher Assessment (TA).

- Working below standard
- Working towards expected standard
- Expected standard
- Working at Greater Depth



PE will be monitored by the subject co-coordinators via use of tapestry, discussions with teachers and children and observations of PE lessons. All of this will help ensure that PE progresses throughout the school and that we are adhering the National curriculum standards as well as our own very high standards of physical education.

Subject Development

The PE Coordinator is responsible for supporting colleagues in the teaching of PE by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The Coordinator is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development. Coordinator release time enables the coordinator to fulfill their role by reviewing medium term plans, monitoring children's work and displays and identifying next steps for the subject.

Resources

The resources for PE are mainly based in the PE cupboard found in the hall. All resources needed for the teaching of certain areas (hockey, football, gymnastics) are all found in this cupboard. Other resources that staff need can be requested and ordered in advance of the topic starting. Staff should make good, resourceful use of the products and materials in order to model good practice for the children.

School PE Kit

In the interest of health and safety appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below.

Indoor clothing

- Yellow, Blue, green or Red T-shirt according to the school team they belong to.
- Dark shorts
- Suitable footwear (trainers or plimsoles.) Children must have bare feet for gymnastics unless they have medical reasons not to.



Outdoor clothing

- Yellow, Blue, green or Red T-shirt according to the school team they belong to.
- Dark leggings/ shorts/ tracksuit bottoms
- Trainers or plimsoles

- A hoody or school jumper may also be worn at the discretion of the teacher.

Failure to have suitable clothing will not be a barrier for children to access P.E. In such incidents we will always endeavour to provide children with spare clothing from the school 'swap shop.'

Health and Safety Guidelines

When planning the physical activities that children will complete staff and children should conduct suitable risk assessments. As children move up through the school they should be able to see and manage risk more appropriately. Children will need to be shown carefully how to use PE equipment properly and safely, how to carry and hold the equipment and how to safely move equipment around the hall or outside.

Please see the schools Health and Safety policy.

Equal Opportunities, SEN and inclusion

A balance of interest must be provided for both boys and girls in Physical Education. For example, the role of women and men in Sport is equally important.

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children.

At The Grove Primary we have due regard for our duties under the Equality Act 2010. Through the delivery of the PE curriculum, we will ensure that we:

eliminate discrimination, advance equality of opportunity and foster good relations.

Advancing Equality of Opportunity

This involves:



- Removing or minimizing disadvantages
- Taking steps to meet people's needs
- Encouraging participation in any activity in which participation by such people is disproportionately low.

Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy of the policy should make a request to the school office.

Policy Review and Development Plan

The policy will be reviewed every two years, in consultation with parents, teachers, other school staff, governors and pupils.



PE Long Term Overview

Key		
Taught by Class Teacher	Taught by Grassroots	Taught by AE Coaching

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Intro to PE Unit 1	Intro to PE Unit 2	Fundamentals	Dance	Ball Skills Unit 1	Ball Skills Unit 2
	Games	Games	Gymnastics 1	Gymnastics 2	Striking and fielding	Athletics
Year 1	Fundamentals	Invasion Games	Dance	Net and wall	Dance	OOA
	Games	Games	Gymnastics 1	Gymnastics 2	Striking and fielding	Athletics
Year 2	Dance	Invasion Games	Net and wall	Sending and receiving	Dance	OOA
	Tag Rugby	Basketball	Gymnastics 1	Gymnastics 2	Cricket	Athletics
Year 3	Dance	Hockey	Tennis	Dodgeball	OOA	Dance
	Tag Rugby	Basketball	Gymnastics 1	Gymnastics 2	Cricket	Athletics
Year 4	Netball	Hockey	Dance	Tennis	Rounders	Athletics
	Tag Rugby	Basketball	Gymnastics 1	Gymnastics 2	Swimming	Swimming
Year 5	Netball	Dance	Gymnastics	Badminton	OOA	Dance
	Tag Rugby	Basketball	Swimming	Swimming	Cricket	Athletics
Year 6	Hockey	Dance	Badminton	Tennis	Rounders	OOA
	Swimming	Swimming	Gymnastics 1	Gymnastics 2	Cricket	Athletics

