

Winwick CE Primary School



PE Policy

**This policy is embedded in our school's mission statement
and through our Christian values:**

In God's love, aspire and achieve to be the best'

1 Corinthians 16:14 'Do everything in love.'

Written by A. Platt

Vision

As a school we believe that Physical Education (PE), experienced in a safe and supportive environment is essential to ensure children attain optimum physical and emotional development and good health. Our schools core values are also at the forefront of our teaching of Physical Education (Love, Respect and Perseverance) and helping them to understand these values are reflected in Physical Education (see out intent, implement and impact in the appendices). Our vision for P.E. fits in to the vision for school as at Winwick CE Primary School it is our intent to nurture and develop the whole child. The mission statement (In God's love, aspire and achieve to be the best. - 1 Corinthians 16:14 'Do everything in love.') sets out our rationale for life and work in school with reference to;

- The high quality of education and opportunities we offer our pupils.
- The commitment, concern and care shown to the whole community involved with the school through a strong sense of Christian values.
- To encourage all children to aspire and achieve to be their best
- The high expectations we have of all in whatever task we undertake.

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

We believe that every child should have the opportunity to take part in physical activity on a regular basis and become more physically confident and competent. We hope that, through all the sporting opportunities and physical activity we offer, the children will potentially develop a love and passion for sport and continue this into their later lives.

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 to build character and help them to aspire and achieve to be their best, whilst embedding values such as fairness and respect.

Aims (intent, implementation, impact)

As they progress all pupils will develop:

- Awareness of health and hygiene, through the importance of caring for their bodies, through understanding the effects of health related exercise, by wearing appropriate clothes, by playing safely.
- Thinking skills, through helping pupils to consider information and concepts that suit the different activities and critically evaluate aspects of performance, and to generate and express their own ideas and opinions about tactics, strategy and composition.
- Communication skills, through turn taking, teamwork, modelling, actions to peers, appreciating the work of others, observing and describing, building confidence.
- Key physical skills, through carefully planned Physical Development activities, through outdoor provision, through a progressive Games, Gym and Dance curriculum.
- Education for sustainable development, through developing pupils' knowledge and understanding of healthy lifestyles and of different, challenging environments.

Intent

Winwick CE Primary School believes that Physical Education (PE), experienced in a safe and supportive environment is essential to ensure children attain optimum physical and emotional development and good health. Our schools core values are also at the forefront of our teaching of Physical Education (Love, Respect and Perseverance) and helping them to understand these values are reflected in Physical Education. We intend to deliver high-quality teaching and learning, offering opportunities for all pathways of development that inspire children to succeed in Physical Education and developing life skills. We want to teach our children life skills that will also help to keep them safe such as learning to swim and riding a bike. We also want are children to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values (including our school values). As a school we work hard to promote physical activity both in school and out, we have built relationships with clubs in our local and wider community to support and encourage our children on their pathway. Our curriculum aims to improve the physical and mental wellbeing and fitness of all children at Winwick CE Primary School, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

Implementation

- PE at Winiwck CE Primary school provides challenging and engaging learning through a range of different activities including gymnastics, dance, games (football, netball, rugby, basketball), striking and fielding (cricket, rounders, tennis), athletics, swimming, health and fitness, physical literacy and outdoor and adventure.
- The Long Term Plan and Scheme (Get set 4 PE) sets out the PE units which will be taught throughout the year and ensures that the requirement of the National Curriculum are fully met. We are currently in the process of creating specific progression documents for each year group and sporting activity to ensure that there is progression throughout the school, whilst also challenging our pupils.
- The pupils will participate in two high-quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied extra-curricular activities. At lunch time there are sporting activities lead by our sports crew and junior sports leaders. They lead sport sessions and intra school events during the lunch times.
- Children are invited to attend competitive sporting events within the local area (with opportunities to progress further). This is an inclusive approach for all pathways which endeavours to encourage not only physical development but mental well-being. These events present opportunities for our children to develop teamwork and leadership skills, our children love to participate in these events.
- Every year our year 5 cohort have the opportunity to be trained as sports leaders. They develop into sporting role models for the children, assisting with lunch time clubs.
- Through our links with the community the children have opportunities to participate in workshops and meet sports coaches from the community. As our town is a Rugby town we have links with – Warrington Wolves who coach are year 3 and 4 pupils and hold an annual festival for the children to participate in. We also have opportunities for the children to learn how to ride a bike from EYFS to Year 6. Our facilities are also used by sports clubs in our community such as WSA, taekwondo and dance.
- We encourage our children to follow what inspires them by signposting them to local clubs, in the area that wish to pursue, supporting them and their families.
- In year 2, 4 and 6 the children are invited on a residential which consists of a variety of outdoor and adventure activities. We encourage our children to try something new and enjoy their experience.
- Children in Year 3 and 4 swim once a week for 10 weeks during Summer Term, with spaces for children in the older year groups who are still unable to swim.

Impact

We help to motivate children to participate in a variety of different sports through quality teaching that is fun and engaging. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with necessary skills and love for sports, whilst highlighting the importance of perseverance and respect that is needed to participate, this is demonstrated through our children's achievements both in school and out, in addition. The children also inspire other through sharing their development pathways and success for both in school and out of school sporting activities. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE and our school values.

Curriculum

Each year group covers certain aspects of the curriculum during the child's time at school. There is an emphasis throughout the school on the three main areas of activity: Gymnastics, Dance, Athletics, Games and Striking and Fielding. This includes topics such as dance through literacy, football, tag rugby, tennis, basketball, badminton, table tennis and OAA. Athletics and Swimming are also taught across the school. Teachers are working with coaches from the FA, Warrington Wolves Charitable Foundation and Birchwood Tennis Centre to carry out high-quality football, tag rugby and tennis lessons.

PE CPD is an integral part of staff development. Staff has the opportunity to access to a huge range of PE courses through our involvement with Warrington PE and School Sport Services, a local organisation who provide opportunity for sports CPD and competition through the School Games organisation.

EYFS

We encourage the physical development of our children in the Reception class, as we strive for them to pursue a happy, healthy and active lives, therefore it is an integral part of their learning and all-round development. In the EYFS National Curriculum the physical development strand has been split into two components: Gross motor skills and Fine motor skills. Both the gross and fine motor skills are crucial in the development of a child's strength, co-ordination and positional awareness.

Physical Development

ELG: Gross Motor Skills

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.

ELG:

Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing
 - using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing

Children in Reception have outdoor space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. Children. Practitioners are creative in how they use the outdoor environment and encourage the children to move equipment and resources around to change the spaces. Construction materials and obstacle courses are used in the outdoor space to allow the children to explore a range of different movements and balance. They also have access to balance bikes and scooters in their outdoor space.

KS1

Pupils will 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 will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. All teachers have had training with Real PE specialists and are able to use incredible resources to implement the fundamental skills.

Pupils will 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.

By the end of Key Stage One:

Children will be able to explore simple skills. They copy, remember, repeat and explore simple actions with control and co-ordination. They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They 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.

Some children will also be able to:

- Perform actions and skills with consistent control and quality.
- Evaluate peer performance and highlight strengths and areas of development.
- Plan, use and adapt strategies for individual and group activities.
- Create and perform sequences of skills and actions.
- Give reasons why warming up before an activity is important.

KS2

Pupils will continue to apply and develop a broader range of fundamental 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 will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, e.g. badminton, basketball, cricket, football, netball, and tennis, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance, e.g. through athletics and Real Gym.
- 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.

By the end of Key Stage Two:

Children will be able to link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency, and that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.

Some children will also be able to:

- Select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.
- Draw on what they know about strategy, tactics and composition when performing.
- Analyse and comment on skills and techniques and how these are applied in their own and others' work.
- Modify and refine skills and techniques to improve their performance.
- Explain how the body reacts during different types of exercise, and lead warm up and cool down routines in ways that suit the activity.
- Explain why regular, safe exercise is good for their fitness and health.

Physical education provides opportunities for pupils to develop the key skills of:

- Communication, through promoting verbal and non-verbal communication skills when explaining what they intend to do, giving feedback to others, planning and organising group or team work, giving instructions and signals in a game, using gesture in dance, and through responding to music and other sounds in dance.
- Application of number, through collecting and analysing data, using different forms of measurement such as calculating the distance jumped against the percentage of their body height, understanding and using grid references and bearings in outdoor and adventurous activities, using a variety of measuring and recording equipment to take pulse, heart rates and temperatures, and using stopwatches and tapes to measure performance in running, jumping and throwing.
- Working with others, through taking on a variety of roles in groups and teams in cooperative activities, working in a group with collective goal and deciding on strategies to meet it, co-operating with others by observing rules and conventions when competing against them.

- Improving own learning and performance, through recognising what they do well and in what they need to do better, helping them to observe a good performance and to imitate it, and developing the confidence to try something new.
- Problem solving, through recognising the nature of the task or challenge, thinking of different ways to approach the task and changing their approach as the need arises, and understanding and applying the principles of movement, strategy, and composition to the task.

Swimming – water safety

At Winwick C of E Primary School, children attend swimming lessons at a Live Wire Hub. This is provided to children in **Year 4** (and in some cases continues in Year 5 and 6, dependent on whether they have achieved the National requirements, therefore booster sessions shall be allocated). Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course.

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

Differentiation

Differentiation in Physical Education is achieved through differentiated learning situations. Units of work and flexible lesson planning cater for pupils at Winwick CE Primary, who are at different stages of development. Staff concentrate on a variety of teaching styles to develop learning experiences and departmental equipment and resources are used to provide opportunities for the pupils to progress at their own level.

At Winwick CE Primary School we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In PE the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers

will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils

As previously stated, PE intervention supports children with additional physical needs, e.g – core strength, balance or movement concerns. The P.E Subject leader (or outside agencies SEND related) advises teachers on how to plan intensive support in a small group context. PE intervention is available for children from the Early Years Foundation stage to Year 6.

Adapted equipment of differing weights, sizes and shapes are used as appropriate to pupil's levels of skill, experience and confidence. Task cards, posters, videos and iPads are also used to assist pupils in teaching and learning. Higher ability pupils should also be given the opportunity to coach, lead and/or officiate in activities in which their strengths lie. The PE Subject Leader and SENDCo will liaise and jointly advise teachers on the support which can be provided for individual children to best meet their needs, including more able pupils.

We challenge our more able pupils at Winwick CE through a variety of different ways e.g.:

- Schemes of work encourage the use of differentiated tasks and provide some lesson ideas
- Open ended tasks allowing more advanced skills / tactics to be developed
- Increase the challenge for the individual pupil in practice and games situations, e.g. 3v1, skills to be performed at a quicker pace or in a more confined area
- Pupils encouraged to play a leadership / coaching role in decision making, team organisation, planning tactics and strategies, evaluating strengths and weaknesses, conducting sport warm ups and cool downs
- Pupils encouraged to take on an officiating role either within the game or in the practices. This should be taken on in activities of the students choosing or in areas in which they feel comfortable.
- Pupil encouraged to attend extra-curricular clubs, team practices, out of school clubs, county and national trials etc

Assessment and recording

Assessment of pupil attainment is a continuous process to all teaching and learning. It will inform teachers, pupils and end of year reports and will help to identify learners' strengths, weaknesses and needs. Formative assessment via observations and feedback to aid progression is essential in any lesson. Assessment will cover pupils' abilities in planning, performing and evaluating in relation to physical competencies, health and related fitness, safe practice and personal and social competencies. Pupils attainment is recorded at the end of each topic (end of the half-term) using the whole school assessment approach of the 3-point scale. The observations will be used to plan further work and will be reported to parents in annual school reports.

In the EYFS, teachers assess against the 'Development Matters' statements in the 'Physical Development', area of the Early Years Curriculum.

Formative assessment is carried out through the use of effective Assessment for Learning (AfL) which are used to inform teachers planning and teaching. AfL is carried out in a variety of ways including; pupil observations, pupil discussions, video and photographic evidence will be used to monitor children's learning and understanding (which can be found on the Winwick Primary Google Drive in the assessment folder) This may need editing further to show how you record and monitor etc.

Summative assessment will be carried out every half term throughout the year and progress will be tracked via the Foundation Subject Tracking Document.

Assessing pupils with SEND will include photo and video evidence that demonstrates how they are achieving the different learning objectives.

Cross curricular PE

PE has extensive links to most areas of the curriculum allowing for cross curricular teaching. Below are some examples:

Maths:

- Counting and using the four rules when scoring games.
- Recording time using stopwatches when running over variable distances, or time keeping games.
- Measuring distances when throwing and jumping.

English

- Communicating with others.
- Providing structured feedback.
- Learning of key vocabulary.

Science

- The effects of exercise on the body.

- Developing an understanding of momentum and how it helps to build force and enable rolls.
- Learning the names of muscles in body tension exercises.
- Exploring weight transfer for jumping and throwing for distance.

Geography

- Reading maps to navigate around a course.
- Learning how to orientate a map.

Music

- Expressing an understanding of rhythm through movement.
- Counting music to create movement.
- Counting to stay in time with music and a group.

PSHE

- Developing leadership skills when coaching others.
- Developing relationships through partner and group work.
- Understanding the need to follow rules and play fairly.
- Opportunities to demonstrate the Sporting Spirit Values of respect, teamwork, honesty, determination, self-belief and passion.

Computing

- Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

Health and Safety

All staff has due regard for the current Association for Physical Education (AfPE) PE guidance 2021 when preparing and delivering PE lessons:

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.

- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not leaving the rounders bat, not jumping or running in front of others, ensuring children are not running on an over turned bench etc.).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back
- Children unable to remove earrings should be required to make them safe by taping, front and back, which may offer a measure of protection.
- Pupils wear suitable footwear when travelling to and from the hall
- All staff should ensure the safety of the working space and apparatus and report any faults to PE Coordinator This may include, if in the multi-purpose hall, the addition of a safety zone using cones. Staff must also ensure appropriate noise levels that do not disturb the rest of the school and that children warm up and cool down and that they are working in appropriate space.
- Planning of the lesson includes a well thought through warm up, lesson development and warm down. Consideration is also given to the setting up and putting away of any apparatus, including the safety zone, benches, blue mats, etc.
- Levels of supervision are appropriate (e.g. group size, more than one adult present when swimming).

Equipment Storage

All PE equipment is held in a locked storage unit on the school playground. The unit is completely labelled to be time effective for all adults. The key to the unit is kept in the school office and should be taken prior to the PE lesson and returned after to ensure other teachers can acquire it when necessary. Some gymnastics equipment is stored in the hall and this will be used alongside the Gymnastic teaching.

Healthy Eating

At Winwick CE, we recognise that physical activity is just one element of healthy lifestyles and actively promote healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through DT (food) sessions with all age groups.

30 minutes of physical activity

The government has stated that primary schools should provide at least 30 minutes of physical activity every day for pupils under a new strategy to tackle child obesity. The Department of Health published its “Childhood obesity: a plan for action” The strategy states primaries should deliver 30 minutes of “moderate to vigorous” activity for pupils every day through active break times, extracurricular physical education (PE) clubs and active lessons – with parents responsible for providing another daily 30 minutes. At Winwick CE, we provide the children with an extra 30 minutes of physical activity through wake and shakes, brain breaks, active play times and lunch times, physical before/after school clubs as well as outdoor learning.