

# **The Bellbird Primary School**



## **Physical Education (P.E.) Policy**

**January 2021**

**(To be reviewed January 2023)**

## **Introduction**

This school policy is provided to give teachers, governors and other outside agencies a clear and comprehensive guide to how PE is delivered at The Bellbird Primary School.

We believe that physical education (P.E.), experienced in a safe and supportive environment is vital and unique in its contribution to pupils' health as well as their physical and emotional development. Physical activity concerns the development of physical skills alongside the practice of social and intellectual skills. We feel that high quality PE can raise standards across the curriculum. In addition, P.E. provides an opportunity for children to develop certain interpersonal skills which future relationships may be based upon.

### **1. Aims**

Physical Education enables children to:

- Develop physical competence and to help promote physical development
- Develop an appreciation of skilful and creative performances across the areas of activity
- Know about, value and understand the benefits of participation in physical activity whilst at school and throughout life
- Produce both creative and skilful solutions to problems
- Grow in self-confidence and personal satisfaction through involvement in physical activity
- Develop personal and social skills, including cooperation and sensitivity to others
- Develop qualities of commitment, fairness and enthusiasm
- Develop planning, performing and evaluating skills in all areas of the PE curriculum
- Improve personal physical skills as well as team performance
- Have regard for instructions, rules and be able to put these into practice for safety at all times
- Understand and recognise the effects of physical activity on their bodies and the health benefits of an active lifestyle
- Develop positive attitudes towards physical activity

### **2. Curriculum**

#### **Foundation Curriculum**

Physical development in the foundation stage is about improving skills of co-ordination, control, manipulation and movement. Physical development has two other very important aspects. It helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development helps children develop a positive sense of well-being.

The early learning goal for physical development (Statutory framework for the Early Years Foundation Stage 2017) says the following:

*Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.*

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## **Key Stage 1**

During KS1, pupils develop fundamental movement skills and extend their agility, balance and coordination: individually and with others. They start to work and play with other pupils in pairs and small groups. They have the opportunity to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Under the National Curriculum 2013, KS1 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**

During KS2, children 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, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Under the National Curriculum 2013, KS2 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.

## **Swimming and Water Safety**

Under the National Curriculum 2013, 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 the Bellbird, swimming and water safety is presently taught in Years 2, 4 and 6. The lessons occur during part of the summer term at The Sawston Sports Centre swimming pool, under the instruction of qualified instructors. (Please see Swimming Policy)

Outdoor and adventurous activities are taught as part by each year group and through our Year 6 residential visit to a PGL centre during the autumn or summer term.

### **3. Planning**

The school follows the updated Cambridgeshire Scheme of Work for Physical Education, which provides full coverage of the National Curriculum for PE in Key Stages 1 and 2. This scheme will be supplemented, adapted or augmented by additional published materials, activities and ideas, as appropriate. Where the curriculum is delivered in conjunction with Premier Sport, the class teacher will liaise with the provider in order to achieve appropriate coverage. The P.E. Coordinators will ensure whole-school coverage, monitor provision of the curriculum by Premier Sport and support teachers as appropriate in the planning and delivery of the curriculum.

### **4. Continuity and Progression**

Progression of physical learning experiences will be related to physical growth and development, as well as key principles underlying the progression of material within an activity area. Progression should be based on providing pupils with progressively challenging but realistic learning experiences, which reflect their physical, social, cognitive and emotional stage of development.

The basic principles of changing space, equipment, people and the specific movement activity will provide the framework for progression of skills. For example, in gymnastics, progression will be achieved by increasing the difficulty of the movement, combining movements into a movement phrase or sequence, taking the movement/ sequence onto a single piece of apparatus or combined apparatus and by adding a partner/ group. Pupils' planning and evaluating skills will also be developed through progressive learning experiences and increasingly technical vocabulary. Progression will be based on the complexity of the task, people involved and the detail of either the planning or analysis required.

In line with The Bellbird curriculum overview "big ideas", progression in PE takes place through development of knowledge, skills and vocabulary in:

- Performing a skill
- Developing tactical awareness and decision making
- Evaluating and improving your own and others' performance.
- Creating/Devising short routines

### **5. Time Allocation**

In Foundation Stage children have timetabled sessions in the hall for PE, and as they work a more flexible day, they also have opportunity for physical activity as part of their Outdoor Learning.

In Key Stage 1, children have approximately 2 hours of physical activity each week, through PE indoors and outside.

In Key Stage 2, children are also timetabled to access 2 hours of physical activity, through indoor and outdoor activities.

## **6. Cross-Curricular Links**

Wherever possible, teachers try to make links with other areas of the curriculum, within PE lessons.

Examples might include:

- History and Geography – topic-related Dance
- Music – exploring and responding to music within dance sessions
- Science – the effect of exercise on pulse rate and breathing
- PSHE – the importance of a healthy lifestyle
- Computing – recording and analysing athletics times and distances in a spreadsheet/ filming a gym sequence to evaluate

## **7. Promoting Spiritual, Moral, Social and Cultural Development**

Spiritual development is addressed through various areas of activity within physical education:

- In Dance, through children's exploration of ideas, feelings and meaning and making sense of them in a personal way in their own creative work.
- In Games, through team spirit and achievements in relation to personal and team reflection.

Physical education also provides the opportunity for the development of personal values including the difference between right and wrong, trust, being fair to others and the ability to follow simple rules safely for the benefit of themselves and others.

Participation in physical education relies on individuals liaising and working together. The development of social skills is an integral part of physical education, including cooperation, collaboration, teamwork, communication, personal commitment, responsibility and loyalty.

Physical education provides the opportunity for children to appreciate the traditionalism and cultural values that are integral to sporting activities. Dance enables pupils to explore and express ideas, thoughts and feelings in relation to a range of cultural contexts as well as appreciate dance from different cultures, times and places.

## **8. Teaching and Learning Strategies**

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual or group activities. Children will have an opportunity to participate in:

- Open/divergent tasks, which provide pupils with the opportunity to explore, create and solve problems
- Closed/ practice type tasks, which enable specific skills to be developed and refined;

- Observation and evaluation tasks, which provide the opportunity for pupils to develop their knowledge and understanding of what makes an effective performance and use the information to improve their own performances

Differentiation may be by outcome – pupils finding their own response to a set activity – or by task – different or modified tasks being set for different individuals or groups of pupils; for example, using the STEP (Space, Task, Equipment, People) principle in Games lessons – or a combination of task and outcome, for example when working in differentiated groups or pairings.

## 9. Health and Safety

Pupils must be made aware of all safety issues related to physical education including the assessment and management of risks.

Safe handling and use of all equipment will be taught and encouraged at all times. For example, specific procedures for lifting, carrying and placing apparatus correctly:

- a) bend knees, back straight to lift and lower;
- b) always travel in a forwards/ sideways direction – be able to see in the direction they are travelling;
- c) placement of apparatus carefully in position;
- d) carry apparatus at waist height, not lifted high;
- e) consider careful carrying in pairs/teams as appropriate for the apparatus.

The teacher must establish safety rules and procedures with pupils e.g. checking of the apparatus prior to use, starting and stopping signals, stopping and moving off apparatus to sit and listen to instructions.

In addition, teachers check equipment and the working space prior to the start of activity to ensure the teaching/learning environment is safe. Any damaged equipment or gymnastic apparatus is reported to the PE coordinators, removed and/or labelled and not used. An inspection of the PE apparatus including the outside adventure play equipment is completed annually by an external contractor.

Safe preparation is an integral part of every lesson. The warm up should involve specific muscle groups that relate to the anticipated activity and bring about a full range of motion.

Within physical education, teachers must adhere to the school accident and emergency procedures.

With regards to safety when swimming, please refer to the Swimming Policy.

## 10. P.E. Kit

Children should change into a PE kit for indoor and outdoor lessons.

### Prescribed kit

- School blue or white T-shirt and shorts
- A change of footwear for outdoor PE
- Long hair needs to be tied back.
- All jewellery should be removed, including earrings and the children should make provisions for their security. Staff should not take out or put in earrings. If the earrings

cannot come out they should be taped over. Parents who wish to make special arrangements should consult with the class teacher.

- For outdoor games in winter, children should wear a pair of jogging bottoms and a fleece or sports sweater. Children will be permitted to wear additional clothing on especially cold or rainy days to encourage an 'all weathers' approach to exercise.
- Swimming costumes/trunks and a towel are required for the summer term.

## **11. Assessment**

Teacher assessment is continuous and ongoing, with teachers making judgements based upon the statements in the national curriculum or in the early learning goals. P.E. is formally reported on in the children's reports.

## **12. Inclusion and Equal Opportunities**

For further information, see the School's Inclusion Policy. The physical education curriculum should be accessible to all, taking into consideration pupil's age, physical development, attainment, gender, ethnicity and special educational needs to ensure the learning environment and experiences enable each pupil to fulfil their potential.

The school seeks to provide effective learning opportunities for all pupils, including:

- setting suitable learning challenges – every pupil should have the opportunity to experience success in learning and achieve as high standards as possible
- responding to pupil's diverse learning needs
- overcoming barriers to learning and assessment for individual and groups of pupils.

The school follows the National Curriculum documentation, ensuring that:

- pupils are able to participate in clothing appropriate to their religious beliefs
- boys and girls are able to participate in the same curriculum
- gender stereotyping is avoided when organising pupils into groups
- the interests and concerns of both boys and girls are taken into account by using a range of activities and contexts for learning
- pupils' full participation in learning and physical activities is planned for by providing adapted, modified or alternate activities, specialists aids or equipment and sufficient appropriate support.

Gifted and talented pupils will be identified, supported and monitored according to the procedures outlined in the school's Gifted and Talented Policy.

## **13. Resources**

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE stores, and this is accessible to children. Our school hall contains a range of large apparatus and we expect the children to help set-up and put away this equipment as part of their work. By doing so, the children learn to handle the equipment safely (see Section 9: Health and Safety). The children use the school field for games and athletic activities and the local college swimming pool for swimming lessons.

## **14. Extra-curricular activities and Out-of-hours Learning**

The school provides a wide range of additional PE-related activities for children before and after the school day. These encourage the children to further develop their skills in a

range of activities. The school sends details of the current club activities to parents at the beginning of each term. The school endeavours to play regular fixtures against other schools in a wide variety of sports, especially as part of the Sawston Village College cluster. This introduces a competitive element to team games and allows the children to put into practice the skills they have developed in their lessons. These opportunities foster a sense of team spirit, cooperation and sporting behaviour amongst our children. Please refer to "Guidance for Sporting Fixtures" and its appendices for protocols surrounding sporting fixtures against other schools.

## **15. Sport Premium Funding**

The government allocates funding to all primary schools to be spent on developing Physical Education and School Sport. This funding is being given directly to schools, based partly on the number of children from Year 1 to Year 6, and each school is free to decide how the money will be spent.

The Sports Premium must be used to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

For example, it could be used to:

- provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively
- enter or run more sport competitions
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum

Impact of the funding will be reviewed annually by the PE Co-ordinators, with new development priorities being identified for the next academic year. Details of how the funding has been spent and its impact will be published on the school website.

## **16. Monitoring and review**

The monitoring of the standards of the children's work and of the quality of the teaching in PE is the responsibility of the Headteacher and the PE subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject and providing a strategic lead and direction for the PE in the school. The headteacher is informed regularly of achievements in PE and these are celebrated during our Family Celebration Assemblies.

## **Conclusion**

By following this policy statement, we, at The Bellbird School, seek to develop pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. We promote physical skilfulness and physical development and a knowledge of the body in action. We encourage our children to be creative, competitive, and to face up to the challenges as individuals, groups and teams. In this way we believe we will fulfil the requirements of the National Curriculum providing our children with the opportunity to discover their aptitudes, abilities, and preferences and make choices about how to get involved in lifelong, healthy, physical activity.