

West End Primary School

Physical Education Policy

September 2022

Introduction and Philosophy for Teaching and Learning in Physical Education

Physical Education is a foundation subject within the national curriculum. Physical Education develops pupil's physical competence and confidence, and their ability to use these to perform in a range of activities. P.E. promotes physical skilfulness, physical development and knowledge of the body in action. P.E. provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. P.E. 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, through this process pupils discover their aptitudes, abilities and preferences, and learn how to make choices about getting involved in lifelong physical activity.

At West End, we aim to provide children with a wide range of learning experiences in Physical Education. PE develops children's enjoyment, confidence and skill in physical activity, whilst promoting personal, social, intellectual and physical development. In PE children will learn about how to plan, perform and evaluate their work as part of the PE programme; however, the main emphasis in the National Curriculum is participation. The national curriculum requires that children in KS1 and KS2 participate in the following areas of activity:

KS1

Dance Activities
Games Activities
Gymnastic Activities
Athletics

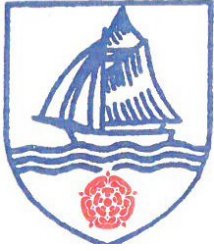
KS2

Dance Activities
Games Activities
Gymnastic Activities
Swimming Activities
Athletic Activities
Outdoor and Adventurous Activities

The Programmes of Study for these activities are outlined in the National Curriculum document and taught using different tools such as the Lancashire PE Passport Scheme of work and the FUNDA program.

Purpose and Rationale of the Policy

This document sets out the aims, values and philosophy underpinning the teaching and learning of Physical Education in this school. The policy gives guidance on how a high quality of education in P.E. can be provided, including the latest statutory orders for P.E. within the National Curriculum. It should be read in conjunction with the Lancashire Scheme of Work for PE, FUNDA program and the Foundation Stage physical development and expressive arts and design. These documents set out in detail what the pupils in different year groups will be taught.



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Aims for Teaching and Learning in Physical Education

Through the P.E. curriculum, we aim to give the children the opportunities to:

- Find enjoyment and fun in physical activity
- develop an understanding for a healthy and active lifestyle and promote physical well-being
- develop personal qualities such as self-esteem, leadership skills, social skills and positive attitudes towards teamwork and cooperation
- meet the statutory requirements set out in the National Curriculum
- Provide opportunities for children to acquire, plan, perform and evaluate themselves and others.
- be skilful in the control of their movements and to apply and adapt a range of skills in a variety of settings

All should include the following:

- Provide equal opportunity for all pupils to reach their full potential and make adaptations to approaches, resources etc to ensure that this is possible.
- Use ICT where appropriate to provide effective teaching, learning and recording opportunities in PE

Organisation of the Scheme of Work for Physical Education

P.E. will be taught across the school ensuring that children in both key stages have access to the areas specified in the National Curriculum. At West End we are committed to delivering a high quality PE curriculum so have ensured that children from Year 1 to Year 6 receive 2 hours of high quality PE per week.

This 2 hours will be split in to two 1 hour sessions on a timetabled day. The first session being at 9.30am-10.30am and then an afternoon session 1.15pm-2.15pm. As we are using a lesson slot in the morning, English will be taught through the mornings PE session. EYFS will have 1 taught PE session per week due the nature of active learning and opportunities across the early years curriculum.

CURRICULUM PLAN FOR PE

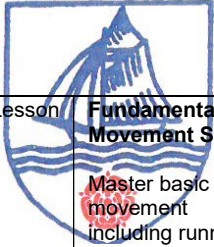
(Please See below)

The time allocated to PE is the equivalent of approximately:

- Early Years Foundation Stage will participate in one PE lesson a week as they will have access to continuous provision and direct teaching working towards the other aspects of Physical Development
- 120 minutes per week for Key Stage 1
- 120 minutes per week at Key Stage 2

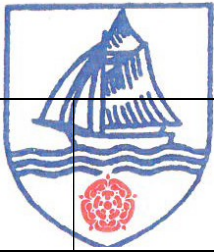
The following curriculum plans indicates what areas of the National Curriculum should be taught over the academic year. All staff will use the Lancashire Scheme of work delivered via the PE passport APP and have the option to tailor their lessons using other successful planning such as the FUNDA program in order for the best teaching and learning to be delivered. Both can be accessed off the staff folders.

EYFS						
Lesson						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



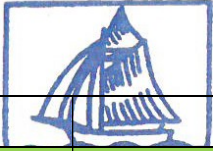
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Lesson 1	Fundamental Movement Skills Master basic movement including running, jumping and apply these skills in athletics	Dance Perform dances using simple movement patterns	Fundamental Movement Skills Master basic movement such as throwing and catching	Fundamental Movement Skills - Throwing Master basic movement such as throwing and catching	KS1 - Athletics Throwing and catching, as well as developing balance, agility and co-ordination through athletics	Fundamental Movement Skills - Kicking Master basic movements such as running, throwing and catching, as well as developing balance, agility and co-ordination
Lesson 2	Gymnastics Master basic movements, as well as developing balance, agility and co-ordination	Fundamental Movement Skills Master basic movement including running, jumping and apply these skills in athletics	Gymnastics Master basic movements, as well as developing balance, agility and co-ordination	Dance Perform dances using simple movement patterns.	Fundamental Movement Skills Master basic movements for agility and coordination and apply in simple games	Gymnastics Master basic movements, as well as developing balance, agility and co-ordination through gymnastics
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	FMS balance, agility and co-ordination, through gymnastics. Egg, pencil roll, jumping and bouncing a ball.	FMS throwing and catching, as well as developing balance, agility and co-ordination	Dance perform dances using simple movement patterns.	FMS throwing and catching, as well as developing balance. Developing tactics	Athletics throwing and catching, as well as developing balance, agility and co-ordination through athletics	Dance perform dances using simple movement patterns.
Lesson 2	Gymnastics balance, agility and co-ordination, through gymnastics. Travelling, rolling, jumping in sequence	FMS Dodging, changing direction, Hopping, catching a ball, throwing underarm	FMS Kick objects with increasing accuracy. Receive a kick with control Explore kicking with a variety of objects.	Dance perform dances using simple movement patterns.	FMS participate in team games, develop simple tactics for attacking and defending	FMS – End of Year assessment unit master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Invasion Games Use running, throwing and catching Play competitive games and apply basic principles suitable for attacking and defending	Gymnastics Develop flexibility, strength, technique, control and balance through gymnastics	Gymnastics Develop flexibility, strength, technique, control and balance through gymnastics	Striking and Fielding Use running, throwing and catching Play competitive games and apply basic principles suitable for attacking and defending	OAA Take part in challenges both individually and within a team	OAA 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.
Lesson 2	Dance – Ludus Dance Project Perform dances using a range of movement patterns	Dance Perform dances using a range of movement patterns	Target Games use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and	Invasion Games Compare their performances with previous ones and demonstrate improvement to achieve their personal best Play competitive games and	Athletics Use running, throwing and catching Compare their performances with previous ones and Demonstrate improvement to achieve their personal best.	Net and Wall Games use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable



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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Gymnastics Develop flexibility, strength, technique, control and balance through gymnastics.	Dance Perform dances using a range of movement patterns	Target Games use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Gymnastics Develop flexibility, strength, technique, control and balance through gymnastics.	Athletics Use running, throwing and catching through athletics activities.	OAA Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones. Demonstrate improvement to achieve their personal best.
Lesson 2	Dance – Ludus Dance Project Perform dances using a range of movement patterns	Target Games use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Striking and Fielding Use running, throwing and catching Play competitive games and apply basic principles suitable for attacking and defending	Invasion Games Compare their performances with previous ones and demonstrate improvement to achieve their personal best Play competitive games and apply basic principles suitable for attacking and defending	OAA Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones. Demonstrate improvement to achieve their personal best.	Dance Perform dances using a range of movement patterns.
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Swimming swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively front crawl, backstroke and breaststroke perform safe self-rescue in different water-based situations	Swimming swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively front crawl, backstroke and breaststroke perform safe self-rescue in different water-based situations	Swimming swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively front crawl, backstroke and breaststroke perform safe self-rescue in different water-based situations	Swimming swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively front crawl, backstroke and breaststroke perform safe self-rescue in different water-based situations	Swimming swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively front crawl, backstroke and breaststroke perform safe self-rescue in different water-based situations	Swimming swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively front crawl, backstroke and breaststroke perform safe self-rescue in different water-based situations
Lesson 2	Athletics use running, jumping, throwing and catching in isolation and in combination	Target Games use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable	Striking and Fielding Use running, throwing and catching Play competitive games and apply basic principles suitable for attacking and defending	Dance perform dances using a range of movement patterns	Athletics use running, jumping, throwing and catching in isolation and in combination	OAA take part in outdoor and adventurous activity challenges both individually and within a team



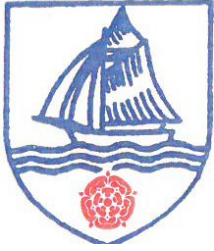
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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Team Building Work as a team / problem solving	Attacking and defending - Hockey Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending Use running, jumping, throwing and catching in isolation and in combination	Gymnastics Develop flexibility, strength, technique, control and balance (gymnastics)	Attacking and defending - Rounders Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending	Athletics Use running, jumping, throwing and catching in isolation and in combination	Attacking and Badminton Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending
Lesson 2	Gymnastics Develop flexibility, strength, technique, control and balance (gymnastics)	Dance Perform dances using a range of movement patterns (Ludus Dance Project)	Attacking and defending – Netball Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending	Dance Perform dances using a range of movement patterns		Outdoor Adventurous Activities take part in outdoor and adventurous activity challenges both individually and within a team



PHYSICAL EDUCATION (P.E) – CURRICULUM MAP OVERVIEW

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	FUNDAMENTAL SKILLS BALANCE, RUN & JUMP **BASELINE TESTING**	FUNDAMENTAL SKILLS ROLE, SLIDE & STRIKE	FUNDAMENTAL SKILLS FINDING SPACE, HOP & CRAWL	FUNDAMENTAL SKILLS WALK, SKIP & BOUNCE	FUNDAMENTAL SKILLS THROW OVER, UNDER & TARGETS	FUNDAMENTAL SKILLS CATCH, DRIBBLE & KICK
YEAR 1	FUNDAMENTAL SKILLS BALANCE, RUN & JUMP **BASELINE TESTING**	FUNDAMENTAL SKILLS THROW, CATCH, KICK & STRIKE	FUNDAMENTAL SKILLS HOP, CRAWL & STORK STAND	FUNDAMENTAL SKILLS SPIN, SKIP & BOUNCE	FUNDAMENTAL SKILLS THROW OVER, UNDER & RUN	FUNDAMENTAL SKILLS CATCH, DRIBBLE & KICK
YEAR 2	FUNDAMENTAL SKILLS BALANCE, RUN & JUMP **BASELINE TESTING**	FUNDAMENTAL SKILLS THROW, CATCH, KICK & STRIKE MOVEMENT & FITNESS TO MUSIC	FUNDAMENTAL SKILLS HOP, CRAWL & STORK STAND	FUNDAMENTAL SKILLS SPIN, SKIP & BOUNCE	FUNDAMENTAL SKILLS THROW OVER, UNDER & RUN	FUNDAMENTAL SKILLS CATCH, DRIBBLE & KICK
YEAR 3	PROJECT BASED LEARNING & PROBLEM SOLVING	MOVEMENT & FITNESS TO MUSIC	PRINCIPLES TACTICS ATTACKING & DEFENDING	PRINCIPLES TACTICS ATTACKING & DEFENDING	PHYSICAL COMPETITIONS & CHALLENGES	OUTDOOR ADVENTURE & ACTIVE LEARNING
YEAR 4	PROJECT BASED LEARNING & PROBLEM SOLVING	MOVEMENT & FITNESS TO MUSIC	PRINCIPLES TACTICS ATTACKING & DEFENDING	PRINCIPLES TACTICS ATTACKING & DEFENDING	PHYSICAL COMPETITIONS & CHALLENGES	OUTDOOR ADVENTURE & ACTIVE LEARNING
YEAR 5	PROJECT BASED LEARNING & PROBLEM SOLVING	MOVEMENT & FITNESS TO MUSIC	PRINCIPLES TACTICS ATTACKING & DEFENDING	PRINCIPLES TACTICS ATTACKING & DEFENDING	PHYSICAL COMPETITIONS & CHALLENGES	OUTDOOR ADVENTURE & ACTIVE LEARNING
YEAR 6	PROJECT BASED LEARNING & PROBLEM SOLVING	MOVEMENT & FITNESS TO MUSIC	PRINCIPLES TACTICS ATTACKING & DEFENDING	PRINCIPLES TACTICS ATTACKING & DEFENDING	PHYSICAL COMPETITIONS & CHALLENGES	OUTDOOR ADVENTURE & ACTIVE LEARNING



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Learning and Teaching Approaches

Lessons should contain the following elements;

- Purpose; lessons should have clear objectives and defined learning outcomes which should be explained to the children at the beginning of the lesson, highlighted throughout the lesson and reflected upon at the end of a lesson.
- Progression; pupil's capabilities should be developed, with increasing demand made on the physical and mental processes. Building on previous learning is essential, so too is working to achieve successful outcomes through repetition, application and refinement of skills
- Pace; high levels of activity with clear expectations for high work rates to be maintained. The physiological benefits of exercise should be explained and understood and their association with health emphasised
- Coherence; all teachers should reinforce previous understanding and establish links between curriculum experiences
- Challenge; high expectations are set for individual and group achievement. Pupils are extended both physically and intellectually through interesting tasks
- Differentiation; is achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures progress for all ability groups
- Pupils responsibility; in lessons pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation and at times their own learning, as they practise and repeat movements in order to improve their own efficiency and quality of their performances.

Planning

The scheme of work for PE is based on the National Curriculum Programmes of Study and ensures that complete coverage is achieved.

In addition, it is planned so that there is a balance between the acquisition of knowledge and the development of skills.

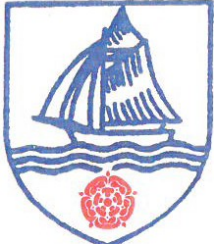
The organisation of teaching areas allows all pupils to build on previous experiences to ensure that progression in knowledge and skills can be achieved.

The Lancashire Scheme of work is written with medium term and daily lesson plans, the activities suggested in the scheme are for guidance only and staff should select the approach which is the most effective for enabling children to achieve the stated learning intention for a particular lesson, according to the learning needs and styles of the pupils in the class. This runs alongside the FUNDA program which although not a scheme is an amazing tool to help the teaching of P.E.

Teaching and Learning

All lessons throughout the school are taught in class groups. Teachers use a range of methods, including working individually, in pairs and as part of a group (ability, mixed ability and mixed gender). A combination of co-operation and competitive activities are used to develop a sense of sportsmanship and to prepare them for sport outside of the school curriculum. Most lessons may be drawn on when considered appropriate. Swimming lessons are taught by a specialist swimming teacher along with the class teacher.

ICT in PE



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ICT is a useful tool in PE allowing access to information, learning methods and resources that would be impossible in any other way, promoting creative approaches to the curriculum and high levels of motivation and enjoyment.

ICT in PE should include:

- **Videeing – this should be used as an assessment tool and as a way to help pupils self evaluate and improve skills.**

Enrichment Opportunities

During their primary school years at West End, pupils may also have the opportunity to experience at least some of the following:

After school clubs

- Football
- Dance
- Gymnastics
- High Five
- Athletics
- Multi skills
- Dodgeball
- Rounders
- Golf

We offer these linked to skills that need further development or tournaments that take place throughout the year.

Outdoor Adventurous Activities

In 2020, we made a local connection with Big Adventure, a brilliant outdoor education company in which we have worked with over the last 2 years. The leader delivers outdoor adventure days in the Lake District for Year 4 and 5. Year 3 have a bushcraft and hike experience up the local crag and these days are a huge success for our pupils.

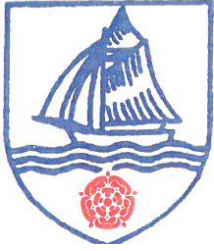
Inclusion

Children will be given full access to the PE Scheme of Work, regardless of race, culture, gender, ability or special educational needs, with adaptations being made where necessary to meet the needs of individual children.

A variety of approaches may be needed, including:

- Tasks being adapted/ differentiated by adjusting the time given
- Tasks being open-ended to allow for a range of different outcomes
- Resources being adapted/ differentiated
- The space being adapted
- Levels of support being differentiated
- Practical materials (including specialist resources) being provided to support access to the curriculum
- Grouping children in a variety of ways
- Simplifying/ increasing the complexity of the tasks.
- Methods of responding/recording being adapted/ differentiated

Class teachers should liaise with the SENCo and subject leader for specific ideas for promoting inclusion and personalisation.



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Children working at greater depth within the year group are tracked and given more challenging tasks. Teachers ensure that lessons provide good quality experiences that are suitably challenging. Children who show potential in any sport are directed towards local clubs. Extra curricular activities provide opportunities for all pupils to represent the school in school teams.

Health and Safety

The safety of children in lessons is of paramount importance. The BAALPE publication 'Safe Practice in PE' is available for all members of staff to read.

Pupil Safety

Class teachers are to ensure that:

- PE clothing is worn (indoor kit; red shorts, blue t-shirt and pumps / bare feet. Outdoor kit; warm blue tracksuit bottoms, blue t-shirt, blue school hoodie and trainers/pumps)
- Long hair is tied back
- No jewellery is worn, including earrings
- Ensure that there is adequate supervision and good behaviour management
- Pupils should be taught to understand the need for safe practice
- Pupils should only be asked to do what is capable of them
- Teachers should be aware of any children with medical conditions
- Teachers should know the schools first aiders and where they can be found

Equipment Safety

- Ensure that all floors are clean, dry and clear of litter.
- Regular checks to be made on all equipment. The subject leader makes frequent visual checks for wear and tear; all staff should be responsible for reporting to the subject leader if any items show wear and tear. Any items constituting a danger should be taken out of use immediately and the subject leader must be informed of any faults.
- The apparatus must be checked before use to ensure that it is in good working order.
- Apparatus should not be placed to near walls when in use to all sufficient space for landing etc.
- Pupils should be taught how to move apparatus safely under supervision
- Check that the hall is adequately heated and well lit and that surrounding chairs, tables and objects are safely stored and well clear of any fire exits.

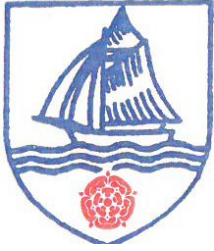
Any child without PE kit will be loaned one from school, therefore everyone is expected to participate in the lesson unless a child's parent has informed the class teacher otherwise. If a child forgets their PE kit then a text will be sent home to inform the parent/guardian.

Teachers are to set a good example by wearing appropriate clothing when teaching PE.

Resources

West End has a school hall which is well equipped with mats, benches, tables, horse and fixed apparatus. There is a music system to support the teaching of dance and gymnastics. For the teaching of games there is a MUGA. The school is well equipped with resources for PE; most PE equipment is kept in the PE shed outside. This is to be kept clean and tidy by all. The PE subject leader will offer support and advice when needed. All PE information can be accessed on the server under PE. When resources need to be replaced or additional resources need to be purchased, staff should indicate this on the Unit Evaluations returned to the subject leader at the end of each unit. The PE subject leader audits the equipment and resources annually (summer term) and orders any equipment that is required.

Assessment, Recording and Reporting



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All teachers have access to a teaching and learning iPad. On the iPad, the Lancashire PE Passport APP is kept up to date. Teachers will use the PE app for planning, assessing and evidencing learning. The subject leader will use the PE App for regular, formative assessment. Teachers will weekly assess and input data as bronze, silver or gold on the app. This will allow teachers and leaders to recognise those working below, at and above. Teachers will then fill in a summative assessment half termly before adding an overall judgement to iTrack termly. This allows the subject leader to identify children who have strengths and weaknesses in various different areas within PE.

Our whole school assessment tracker iTrack, will be used as a summative, end of year assessment for leadership and management. The subject leader will also use iTrack to identify children underperforming, children working at age related and those working at a greater depth level for PE.

Monitoring Evaluation and Review

The subject leader is responsible for the development and monitoring of PE and for updating the Policy and Scheme of Work on a regular basis as a result of evaluating the outcomes of monitoring.

Teaching and Learning in PE will be monitored in a variety of ways at different times, depending on the priorities in the subject:

- Reviewing teachers planning
- Observing classroom practice
- Team teaching
- Sampling pupils' work
- Talking to children about their learning
- Analysing and responding to feedback on unit evaluations
- Analysing and responding to end of unit assessments and standards of outcomes
- Informal discussions, collaboration and coaching with other members of staff

An action plan will be developed yearly using the PE and Sport Evidencing Impact. This will be shared with leaders, teachers and governors and will be updated regularly adding the impact of the targets and actions.

Continuing Professional Development

(See also the Policy for CPD)

The subject leader is responsible for ensuring that all teaching staff have the necessary knowledge, understanding and skills in order to effectively teach PE in line with National Curriculum Expectations.

All staff are encouraged to identify their professional development needs and to liaise with the subject leader who will then liaise with the CPD leader to enable access to training opportunities. These could be provided internally, through partnerships with other schools or could be provided externally through courses, consultation etc.

The subject leader will provide feedback from monitoring and evaluation activities on an individual basis, to contribute to identifying personal professional development needs.

When whole school issues are identified for development then the Subject Leader will liaise with the CPD leader to arrange appropriate training and to include the issues in the School Development Plan.

This policy will be reviewed within three years and updated as and when necessary.

A Kay

PE Subject Leader

Date: September 2022