



Pilgrims' Way Primary School

Physical Education Policy

Reviewed: Autumn 2023

Next review: Autumn 2024

Intent

Physical education, when experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's physical and emotional health development and well-being. Throughout their time at Pilgrims' Way Primary, children will be provided opportunities to be creative, experience different challenges as individuals and in team, be competitive and attend competitive sports contests.

Our curriculum promotes positive attitudes towards active and healthy lifestyles, building physical skills and knowledge of the body in action. P.E. is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

Implementation

The school uses the Greenacre Scheme in P.E. lessons to deliver a broad and balanced P.E. curriculum through which they will have opportunities to develop their knowledge, skills and understanding. A range of knowledge retrieval strategies are designed and used, to help children recall what they have been taught, to monitor their progress and develop future learning.

The government state that children should be engaging in 2 hours of P.E. lessons. In addition to this they state all children aged 5-18 are required to participate in 60 active minutes a day: 30 of these are the responsibility of the school. Through the schools employment of two Play Leads and the training of 10 Year 5/6 children as Play Leaders, the children at Pilgrims' Way will have the opportunity to meet the active minute outcomes set out by the Department for Education in the P.E. national curriculum.

In the Early Years Foundation Stage (EYFS):

Learning in the EYFS happens through a balance of adult directed and child led learning. Through their learning and child-initiated play teachers provide opportunity for games that will teach children turn taking and playing fairly, whilst also supporting them to develop their core strength, stability, balance, spatial awareness, co-ordination, agility, gross and fine motor skills.

Gross motor skills

Children at the expected level of development will enter Year One being able to:

- 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.

Fine motor skills

Children at the expected level of development will enter Year One being able to:

- 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.

In KS1

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.

In KS2

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, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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

By the end of KS2 children should have experienced a series of swimming lessons which will provide them with the skills to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations.

Impact

Children will understand the importance of physical education through the knowledge of how important it is to maintain a healthy lifestyle and through the development of team skills and personal improvement. By the end of each key stage, children will know, apply and understand the importance of physical education and the skills and processes specified in the Greenacre scheme and National Curriculum. Children will also have the opportunity to participate in competitive sport and events against other schools due to our role in the Canterbury Academy Sports Partnership, which contributes towards our School Games Mark.

Inclusion

Pilgrims' Way Primary school is an inclusive and diverse primary school in the centre of Canterbury, which teaches pupils from the ages of 3-11. We provide an irresistible, broad and balanced curriculum to meet the needs of all our pupils. P.E. lessons are adapted from Greenacre scheme to cater for children of all abilities to maximise their potential.

The P.E. curriculum is designed to make learning relevant and meaningful by embedding skill, putting them into practice through end of term interclass sports matches and activating pupil's prior knowledge. Mainstream Core Standards are used to support all children's access to the curriculum with learning scaffolded to support learners' diverse needs. Teaching opportunities across the curriculum are designed to develop language and literacy so that pupils become fluent in the academic language of the primary curriculum, including the technical terms within sport and technical vocabulary surrounding the body and keeping active. We actively liaise with parents to help them support their children's learning.

Injury

Where appropriate, children with short-term injury or illness preventing them to participate actively should still be involved in the non-performance aspects of the activity. They can work with individuals or groups helping with the evaluating and improving aspects of the tasks.

Health and Safety

To minimise the risks in P.E. planning is done in stages of progression and children are encouraged to develop their ability to manage their own risks. Inhalers should be taken to every lesson so they are readily available if and when needed. Further measures taken place as stated by the Department for Education:

- All lessons are planned following a clear progression of developing skills and take into account the age, abilities and special needs of the class.

- Children should be made aware, understand and follow all safety requirements related to the use of specific equipment, appropriate clothing and the following of instructions when in a lesson.
- Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- Teaching staff should ensure equipment is safe and in a good condition and suitable to the needs and abilities of the children. Any faulty equipment should be reported to the curriculum manager who will then repair or replace the faulty equipment.
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Children should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked).
- Teaching staff should ensure and expect high standards of behaviour, performance and participation in all lessons.
- Teaching staff should follow the school's behaviour plan at all times.
- Children should be made aware of the importance of stretching in physical activity and how to use the correct technique.
- Teachers should conduct a visual risk assessment of the learning environment and PE equipment as well as the children's clothing; particularly footwear, before proceeding with any PE lesson.
- Pupils should be responsible for their own inhalers and always have them with them. For younger children, a member of staff will ensure inhalers are on hand immediately during PE lessons.
- Pupils should warm-up and cool-down at the start/end of each session.
- New staff have an induction on how to use the school PE equipment safely.

Weather

In very hot, sunny weather children should stay out for no longer than 30 minutes. They should be encouraged to wear polo shirts with collars, caps and provide their own sun block, water should also be available.

Outdoor lessons 'lost' due to extreme weather can be replaced by PE related activities in the classroom, there are also additional hall sessions allocated for such occasions. These may include health/hygiene-based work, group discussions on rules and regulations of games, designing a game etc.

PE clothing

All children playing an active role in PE must have appropriate clothing

- Pilgrims' Way colour team T-shirt or another shirt
- Dark shorts/tracksuit bottoms
- Trainers – outdoor PE
- Plimsolls – Indoor PE

Children must not wear anything on their feet for gymnastics lessons. This includes tights and socks. Hair should be neat and tidy and kept out of eyes. Long hair should be tied back at all times. Jewellery should be removed. Children may wear one pair of **small ear studs** (no hoops or dangly earrings are permitted in school) which must be removed, by the child, for all PE

activities. On PE days please do not send children to school with ear studs in, as staff are not permitted to take them out and your child will not be able to participate with them in.