

Physical Education Curriculum Policy and Overview



'Physical Education gives children the opportunity to be active every single day. It gives children early exposure to team sports, and promotes good physical fitness. Children who participate in PE get a workout, and they also learn the importance of exercise as a lifelong habit'. – Slideshare.net.

Intent:

At Southwold we believe Physical Education is an essential and integral part of the whole school curriculum. Through PE and Sport our children learn to develop the important qualities of discipline, resilience, communication, team work, and ambition, leading to improved concentration, attitude, and academic.

Our mission is to improve and increase the quality and quantity of high quality PE for pupils, to show how PE can enhance pupils' attainment and achievement and to create pathways for them to continue to be active beyond school.

Through the study of Physical education, children are able to develop the fundamental skills and competence to excel in a wide range of physical activities. The children will grow in the knowledge and understanding of how important PE is, which will help to develop links to outside agencies and clubs and generate positive interaction into the community and world we live.

Key characteristics we want to promote with our children:

We want all children to experience skills in leadership, teamwork, combining techniques, being physically active, developing techniques, improve performances and to develop practical skills in order to participate, compete and lead a healthy lifestyle.

Implementation:

Teaching and organisation

We aim to embed a secure knowledge and understanding of the learning objectives through fun, engaging practical sessions that all children can be a part of and enjoy. Each PE lesson will be motivational for the children to be enthusiastic about their learning with high expectations of outcome. PE lessons will be delivered from a member of staff or the external PE sports coach and supported by the subject leader when required. Staff and sports coach will follow the NC expectations through schemes of work by Val Sabin or progressive sports. Children are to have two hours of physical activity each week and every class receive a variety of indoor and outdoor PE sessions. All children have the opportunity to attend PE and sports competitions through Notts School Games.

Years 2-6 attend swimming lessons every year for a block term at a time and are taught the fundamentals of swimming and water safety, such as:

- 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.

All children also take part in a yearly water safety assembly delivered by a member of the Local Authority.

EYFS

Children will need support to develop gross and fine motor skills, use tools independently, manage their personal care needs and be confident to access challenging physical play.

Pupils will be taught:

Gross Motor Skills ELG:

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.

Fine Motor Skills ELG:

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.

KS1

Children 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 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.

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- Participate team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

KS2

Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and 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 jumping, running, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounder's 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.

The contribution of PE to teaching in other curriculum areas

PE lessons will be taught every week and where possible will support the termly project to answer an essential question. PE contributes to everyday learning and will provide the children with a variety of different skills and techniques that can be used in all curriculum areas, which can be found on the PE progression framework. Having 'active' English and Math lessons will also make up the 60 minutes of activity per day and help with children's mental health, well-being and positive mind set.

SCARF/Mental Health/Wellbeing: Regular exercise, healthy eating (eat better and move more), tackling obesity, academic achievements, social and emotional support, teamwork.

Science: Recording heartbeats, burning calories, speed, friction, body parts/muscles being used for certain movements.

MFL: Warm up in different languages.

Maths: Counting in ones or multiples, add points scored, pattern building, relay races, angle, measure, perimeter, and distance.

Literacy: Co-ordination skills, vocabulary for body parts, sports books, magazines or newspaper articles or an experience about being physically active to provide a stimulus for developing skills in writing, speaking and listening skills.

Geography: Orienteering – use maps to find and solve clues around the school grounds.

History: Games in the past – new games and rules of play.

General safety rules

All staff in school are aware of the general safety rules below:

- Children to come to school 'games' ready on their PE days – see reminder letter appendix I.
- Suitable clothing is essential – * White or blue T-shirt, blue or black shorts, leggings or jogging bottoms, trainers and a school jumper or cardigan – See reminder letter appendix I. * Bare feet for dance and large apparatus work are essential.
- If children come to school in PE clothes that are not PE uniform (as stated above) they will have to change into spare PE clothes provided by the school.
- No jewellery to be worn at all, even for swimming, if the children have stud earrings they must be able to remove their earrings themselves or cover the earrings with plasters/tape. Staff refer to 'Safe Practice in Physical Education and School Sport 2012 edition' – see reminder letter appendix I.
- Long hair must be tied back, even for swimming – see reminder letter appendix I.
- Firm discipline is expected by the staff at all times – follow the behaviour system.
- When indoors, the hall should be cleared of any protruding obstacles, which could be fallen into, e.g. musical instruments, chairs, tables, etc. The piano must be pushed up against the wall.
- In the event of fire, the children must leave the hall through the most suitable exit and the teacher would have the register.
- Each teacher must double check all large apparatus to make sure it is securely in position and safety devices in place, before the children use it, and packed away safely at the end of the lesson. If the teacher requires jump off equipment then a mat should be provided.
- Other staff and children coming through the hall must be told to go around the edge whilst P.E is in progress and must not 'show work' to the teacher in charge. Staff refer to 'Safe Practice in Physical Education and School Sport 2012 edition'.

Equal opportunities

A main principle in our approach to all aspects of teaching and learning at Southwold Primary School and Early Years' Centre is a belief in equal access to learning for all children. We aim to recognise the needs of each individual child according to ability and aptitude and our approaches and resources reflect balanced, positive images of race, gender and disability. We aim to ensure girls and boys are equally encouraged to participate positively and to achieve their potential. Physical Education is accessible for all our children. Teachers set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities and pupils from all social and cultural backgrounds. Children with Special Needs, including children with disabilities, work alongside their peers in all P.E situations. Activities are adapted for children with physical difficulties and health conditions and all children work at their own level to gain confidence, enjoyment and success.

In the case of a child with behavioural problems being a potential danger to him/herself or anyone else, we endeavour to ensure adequate supervision in order for them to take part safely. Staff should be aware of individual pupils needs, please refer to individual child's care plan/provision map or specific medical needs from the class teacher or the SENCO.

Impact:

Active children achieve more. There are so many benefits to children being active and to active teaching and learning. Research has proven that children achieve better, their behaviour is better, low level disruption is to a minimum and they feel happier within themselves.

'Active pupils perform better – it is well documented that an active school environment directly contributes to better behaviour and improved academic results. The children are happier, more motivated and confident pupils. Brain function improves, leading to better concentration and learning. School engagement improves – stronger school engagement with improved attendance and behaviour. Pupil engagement improves – short bursts of activity in classrooms improve pupil's engagement for up to one hour after'. – Youth Sport Trust.

Physical Education assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessments are completed throughout each project using year group assessment sheets, to inform leaders of learning of the improvements or skills that still need to be embedded. Half termly assessments are completed, recorded and analysed, using judgements against NC criteria for B, WTS, EXS and GDS.

Physical Education is monitored throughout all year groups using a variety of strategies such as:

- Tiered learning objectives with blurb and pictures
- lesson observations
- drop ins
- book looks
- assessment data

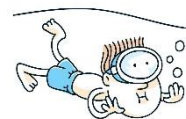
As a school we need to get children active as this increases development, attainment and behaviour.

Date: 1.9.2024

Appendix I:



Reminders for P.E and Swimming.



P.E:

Each class will have set P.E sessions, which you will be notified of from your child's class teacher via posts on Class Dojo and in the parent notice boards outside of the class rooms.

Children are to come to school 'games ready' so they have more activity time during the PE session. If your child does not come to school in the correct PE uniform, they will have to change into spare PE clothes provided by the school.

P.E kits should be blue or black shorts, joggers or leggings, a plain white t-shirt, their school jumper or cardigan and trainers.

Swimming:

Swimming is on a Friday (class teachers will let you know which term your child will swim) so please make sure your child has their swimming kits with them on a Friday morning in a bag that they can carry themselves.

Swimming kits for boys should be trunks/shorts. The shorts should be no longer than the knee and must not have pockets (if they do have pockets please could these be sewn up).



Swimming kits for girls should be bathers and NOT a bikini.



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Your child will also need a towel.



Swimming goggles can only be worn if your child brings the letter back to school which gives parental consent for goggles to be worn.

Jewellery:

For P.E and Swimming, please make sure your child has their hair tied back and that NO jewellery is worn at all, not even stud earrings. If children do wear stud earrings they must come to school with either their earrings removed or adequately taped up or be able to remove the earrings themselves for the PE or swimming session. At Southwold we have a duty of care to all children and in the Safe Practice: in Physical Education, School Sport and Physical Activity handbook 2020 it clearly states:

2.14.7 'Schools have a duty of care to ensure students are able to participate actively without unnecessarily endangering themselves or those working around them'.

2.14.8 'A clear and consistently applied policy for the removal of personal effects should be in place. The Association for Physical Education (afPE) strongly recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment. This applies to **all** ear and body piercings, including retainer and expander earrings'.

2.14.9 'If a school/employer adopts where taping is utilized to enable participation then appropriate action needs to be taken at the start of the lesson. Staff are not required to remove or tape up earrings for students. Students should come ready for the lesson, preferably with earrings removed or adequately taped. Taping over ear and body piercings may offer a measure of protection in some physical activity situations, where individuals are required to work within their own personal space. However the amount of tape used needs to be sufficient to prevent the piercing penetrating, for example, the bone behind the ear should an unintentional blow be received from someone or some item of equipment, such as a ball'.

In the Nottingham School Swimming handbook; Sport, Outdoor Learning, Adventure and Risk Management Team SAFE PRACTICE IN SCHOOL SWIMMING handbook states:

7.4.3 'Long hair should either be tied back or worn under a hat. This is the same for boys and girls'.

7.4.4 'Jewellery - Nottingham City Council School Swimming Service operates a strict no jewellery policy. This is to prevent injury to the individual and to other swimmers. The **ONLY** exception to this is a medic alert bracelet or Talisman, as to remove this would itself create a risk to the individual. They should, however, be covered by a sweatband or similar worn over it to prevent injury'.

Thank you for your continued cooperation and understanding

Miss Haywood and the PE Team.