

# Rakegate Primary School



## Physical Education Policy

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2022-2023

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## Curriculum Statement – Physical Education

### Intent

At Rakegate Primary, Physical Education is a vital contribution to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. During their time with us, we intend for all children to develop knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers, coaches and children to consolidate and work on the four values that underpin every aspect of our school life: Respect, Ambition, Inquisition and Health.

### Our Rakegate Vision for Physical Education

- To develop the children's understanding of how to lead a healthy and active lifestyle.
- To develop the children's enjoyment of physical activity through creativity and imagination – developing their self-esteem, evaluating, and celebrating their successes.
- To enable children to develop and explore physical skills with increasing control and co-ordination.
- To encourage children to work and play with others and develop the way to perform skills, and apply rules and conventions for different activities.

### Implementation

Our PE curriculum is implemented through the PE Hub scheme of work to provide learning opportunities that ensure all pupils make good progress. These include lessons of dance, invasion games, net and wall games, gymnastics, athletics, outdoor adventure activities and swimming and water safety. Physical Education promotes an understanding for children of their bodies in action. The curriculum is suited and adapted to recognise the importance of not only the physical development of the children but also their social, mental and emotional wellbeing. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle.

#### -Differentiation

We vary the activity and differentiation for individuals using STEP.

S = change the space available

T = change the time / task allowed

E = change the equipment, e.g. softer or larger balls, different sized bats

P = change the people, e.g. size of the groups

This approach enables children to be challenged or supported through adapting the space, task, equipment or number of people involved in the activity. Children evaluate and reflect upon their own performance as well as the success of their peers and are also encouraged to set their own challenges in order to achieve personal best. Teachers enable children to practise and perform in a range of styles such as individual, paired, group and whole class situations. Teachers ensure continuous assessment is completed to keep track of all children's progress and use the data to inform future practice.

## **Impact**

The impact of our PE curriculum will result in children making good progress and reaching at least age-related expectations. Our skills progression enables us to ensure that children develop the knowledge and understanding, skills and attributes necessary for a mentally and physically healthy lifestyle during their time at Rakegate Primary, which instills confidence and a passion for exercise in the future. Also, the consolidation of the four values: Respect, Ambition, Inquisition and Health to be instilled in their mindset to not only tackle physical challenges but other aspects of learning and growth beyond their primary school years.

## **PE Curriculum**

Early Years explore physical education through Physical Development and Expressive Art strands of the EYFS curriculum. This includes a variety of aspects including developing the children's awareness of their bodies to develop confidence, control and a form of expressing themselves through movement. We give all children the opportunity to undertake activities that offer appropriate challenge both indoors and outdoors, using a wide range of resources to support specific skills.

Pupils in both KS1 and KS2 will engage in lessons of high-quality PE each week. In KS1, the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastics and dance.

At KS2, pupils will continue to apply and develop a range of skills and units of work which includes a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming. Children's experiences will also be enriched through opportunities for outdoor and adventurous activities.

Each year group is timetabled 2 hours of PE every week. (1 hour for indoor lesson, 1 hour for outdoor lesson).

## **Subject Essentials**

A wide range of resources will be used to support progression across the curriculum including PE Hub PE scheme, dinnertime and afterschool clubs. We keep most of our small equipment in the PE stores, one inside the hall and one outside on the KS2 playground, and this is accessible to children only under adult supervision. The children also use the Multi-Use Sports Area (MUGA) on the KS2 playground, the play and slide area on the KS1 playground and the school field for games and athletics activities.

## **Swimming**

Swimming lessons will be available for Year 5. Lessons will be provided by SPLASH with their swimming coaches at King's Church of England School. Children are taught over the course of the school year allowing them to develop and consolidate appropriate skills and techniques to promote confident swimming of at least 25 metres, to use a range of different strokes and the more confident swimmers to be able to perform safe self-rescue in different water-based situations.

## **Skills Progression**

The skills progression identifies the key knowledge and skills for each sport and consideration has been given to ensure progression across skills throughout each year and across the school.

(Available on School Website)

## **Assessment**

Teachers assess children's work in PE by making formative assessments against the learning objectives of the lessons, as they observe them working during lessons. Pupils are encouraged to evaluate their own work and to suggest ways to improve. At the end of a unit of work, teachers make a judgement against the National Curriculum's year group expectations. Teachers record this information and use the units of work to make an annual assessment of progress for each child. Teachers work collaboratively with the CSHO to discuss the assessments to assist with final judgements. The teacher forwards this on to the next teacher at the end of each year.

## **Staffing/Staff Development**

Teachers will be responsible for the teaching and learning of all outdoor lessons. The CSHO colleagues will take responsibility for teaching and assessing the PE curriculum for Rec-Year 6 for indoor lessons. It is intended that all staff will take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. It is further intended that staff should be comfortable and competent in the area of activity being taught.

The role of the Community Support and Health Officer is to facilitate with PE lessons, opportunities to team teach, promote healthy choices within the school – particularly offering healthy eating sessions and increase the physical activities of targeted groups. The CSHO has a permanent presence in the school day and is timetabled for all year groups throughout each week.

Where additional support is required, this will be provided by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses will provide feedback and disseminate information/learning.

## **PE Kit**

All children must wear on their PE days:

- A blue Rakegate badged polo or crew neck t-shirt.
- Black shorts
- Plimsolls or trainers (for outdoor lessons)

## **Additional Outdoor Kit (optional)**

- Blue or black tracksuit bottoms.
- Blue or black tracksuit top- no hood.

Children to arrive at school in their PE kit on their set PE days. A register will be taken every lesson to monitor who has or has not got their correct kit. After 3 times of noted incorrect kit, a letter will be sent home to communicate with parents about the PE kit policy. If for any valid reasons a pupil is unable to physically partake in the PE lesson then they may still participate in lessons by recording key points of the lesson, supporting and encouraging others and/or refereeing / taking scores down.

It is also an expectation of the teachers to set a good example by wearing appropriate clothing when teaching PE.

### **Cross – Curricular Links**

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. The extensive use of fine motor skills within PE can lead to an improvement in pencil grip and control leading to an improvement in handwriting. There are many ways where computing enhances the teaching of PE across the school. We offer opportunities for recording performances to allow pupils to develop their movements and actions. Science links with specific units of works such as the body, heart, pulse etc. Another example includes using music, composed on a digital device, to assist a creative dance routine. In addition, PE contributes to the teaching of PSHE as children learn about the benefits of how to make informed choices about exercise and healthy eating.

### **Social, Emotional and Cognitive Development**

Along with the cross-curricular links, participation in PE and sport have other additional benefits which should help to:

- develop a love of physical exercise.
- develop the ability to work independently and communicate with, and respond appropriately towards, others using verbal and non-verbal communication.
- develop confidence in skills and abilities.
- promote an understanding of safe practice, and develop a sense of responsibility for the safety of others.
- realise that the right exercise can be fun and energise other things in life.
- create and plan games for mutual benefit.
- develop a sense of fair play.
- develop decision making and problem solving skills.
- develop reasoning skills and the ability to make judgements.
- develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- develop the ability to communicate non-verbally with the body.
- improve observational skills, the ability to describe and make simple judgements, and to use this knowledge and understanding to improve performance.
- understand that using correct techniques will improve accuracy and performance.
- enable performance evaluation and the ability to act upon constructive criticism.

## **Spiritual, Moral and Cultural development**

Developing a positive attitude generally is not simply about celebrating sporting success and learning to lose well; but also encouraging children always to do their very best regardless of their ability; praising progress and achievement in a way that does not cause fear or upset for lack of performance or failure; and treating teammates, opponents and referees with respect. Essentially, using every opportunity to maintain and raise self-esteem all round.

## **Diversity**

At Rakegate Primary, we ensure that we take into account ethnic and cultural diversity to provide a balanced curriculum. The subject leader and teaching staff identify and tackle potential barriers to ensure all children have full access to the curriculum. Staff should be sensitive to the variety of languages that children speak in school as well as taking into account their cultural beliefs and values. Opportunities to access different cultures are provided throughout the curriculum. For example, dances from different cultures – taking into account diversity when delivering the curriculum and embracing cultural capital.

## **Equal Opportunities**

At Rakegate Primary, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Learning objectives will be set in line with the school's Special Needs and Equality Policies. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who excel.

## **Inclusion**

We enable all pupils to have access to the full range of activities involved in learning PE, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. We vary the activity and differentiation for individuals using the STEP framework.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those with additional needs. In the case of any additional needs, activities and equipment will be modified to facilitate maximum participation.

## **Out-of-school-hours Learning (OSHL)**

Varied extra-curricular activities (both competitive and non-competitive) compliment and supplement the range of activities covered in curriculum time.

The planned programme reflects a breadth and balance across the national curriculum areas of activity, including tri golf, athletics and multi - skills. A range of interschool fixtures, tournaments and

festivals within the PASS Team and WASPS will be participated in and all updated on the School Games Website which is also linked to the school website.

### **Health and Safety**

During PE lessons, we encourage all children to consider their own safety and the safety of others at all times. In order to minimise the risk of injury:

- children should dress in shorts/ tracksuit bottoms (when cold for outdoor) and t-shirts.
- children will work in bare feet for all indoor and apparatus work.
- plimsolls or trainers are worn for outdoor games, together with tracksuits if cold.
- jewellery is not to be worn.
- earrings must be removed before participating in PE lessons (including swimming). If a child is not able to remove their own earrings, parents should do so before school on PE days. If there are exceptional circumstances, which prevents this from being possible for a defined period of time, parents should provide a letter explaining the reasons and the date from which earrings can be removed. During this period, the earrings will be made safe using micropore tape, however a teacher may ask a child wearing earrings not to participate in an activity if they feel the risk is sufficient.
- long hair should be tied back and rigid headbands should be removed.
- children will be trained to lift and carry any apparatus sensibly into position under adult supervision, which will be checked by a teacher before use.
- Each member of staff is aware of any medical conditions within the group they are teaching and how to deal with them.

Children, who may require medication during the lesson, will have access to it should they require it. All medication plans are also carried with medications. In the instance of a serious incident, the first aider will take control of the situation and parents will be contacted.

Where children are to participate in activities outside our school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Safeguarding**

All adults working with children in school with children will be DBS checked.

### **Review and Evaluation Procedures**

This policy will be reviewed and revised on a yearly basis. The PE Co-ordinator will liaise regularly with staff, both at staff meetings and informally, to monitor the effectiveness of the policy and the PE Curriculum. Areas for monitoring (planning, audits etc) will be highlighted termly for consistent monitoring and reviewing.

**Updated: March 2023**

Subject Leader for Physical Education: Jamie-Lee Garrington

Signed:..... Headteacher  
Date: .....

Signed:.....Chair of Governors