

Rakegate Primary School



Physical Education Policy

Curriculum Statement – Physical Education

Intent

At Rakegate Primary School, Physical Education (PE) 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 values that underpin every aspect of our school life:

Ready, Respectful and Responsible.

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 using **PE Planning** to provide learning opportunities that ensure all pupils make good progress. These include lessons of dance, invasion games, striking and fielding, net and wall games, gymnastics, athletics. 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 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 mental and physically healthy lifestyle during their time at Rakegate Primary School, which gives them confidence and a passion for exercise in the future. Also, the consolidation of the values: **Ready, Respectful and Responsible** - 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 (Gross Motor Skills and Fine Motor Skills) and Personal, Social and Emotional Development which contains Self – Regulation, Managing Self and Building Relationships. 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 we pay particular attention towards Motor Competence and Fundamental Movement Skills (FMS).

FMS can be categorised as:

Locomotor Skills – such as running & jumping

Stability Skills – such as twisting & balancing

Manipulation Skills – such as throwing & catching

In KS2 pupils should be demonstrating a consistency showing FMS. Pupils should continue to progress and demonstrate Motor Competence. Now highlighting the attention towards Rules, Strategies and Tactics. Increased emphasis on Healthy Participation. Making safe long-term decisions and developing an understanding of the relationships between physical activity and its effect on the body.

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

Promoting Physical Activity Throughout the School Day

A broad range of resources is used to enhanced physical education and ensure the progression across the school. Our provision includes PE learning schemes, lunchtime activities and variety of extra-curricular sports clubs that take place outside of timetabled PE lessons. Children access outdoor spaces, including the KS2 playground, MUGA (Multi-use games area), the school field for games. The KS1 playground is also used to maximise opportunities for physical activity. We actively involve sports leaders, who lead small-sided games that support skill development and teamwork. Furthermore we have play leaders who deliver semi-structured, creative play opportunities that encourage inclusive, imaginative and active engagement beyond formal PE lessons.

Swimming

Swimming lessons will be available for Year 4, Year 5 and Year 6 using a Pop-Up Swimming Pool. Lessons will be onsite at Rakegate Primary School provided by SPLASH with their swimming coaches delivering the sessions. Children are taught over a 3-week period 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.

See swimming tab on school website for additional information.

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 half - termly 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 some outdoor lessons and indoor lessons. The CSHO will take responsibility for teaching and assessing the PE curriculum for Reception to Year 6 primarily taking majority of the outdoor lessons and some 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 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 – providing afterschool clubs 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, Wolves Foundation or outside providers through INSET. All staff who attend CPD courses will provide feedback to help others and the CPD is logged.

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.

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. Recently the school has incorporated the use of active Maths and English lessons via the support of Teach Active which provides engaging outdoor Maths and English lessons.

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 School, we ensure that we take note and consider 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 considering their cultural beliefs and values. Opportunities to access different cultures are provided throughout the curriculum. For example, dances from different cultures – considering diversity when delivering the curriculum and embracing cultural capital.

Equal Opportunities

At Rakegate Primary School, 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 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 football, athletics and multi - skills. A range of sporting fixtures/events and the participation with 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 always consider their own safety and the safety of others. 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, parents should provide a letter explaining the reasons and the date from which earrings can be removed. 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 3 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: **July 2025**

Subject Leader for Physical Education: Jamie-Lee Garrington

Signed..... Headteacher

Signed..... Chair of Governors Date: