



Deepdale Community Primary School Policy for Physical Education



“A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”

National Curriculum 2014

Curriculum Intent

Statement of Intent

At Deepdale Community Primary School, we see every child as a unique individual with the capacity to thrive and be successful. Our school motto of ‘Harmony in Diversity’ underpins a broad and balanced curriculum, which aims to ensure that children leave their primary education as confident, resilient learners with a thirst for knowledge. Our end goal is to teach our children to be mature, curious and eager within the community they are part of. *Anything is possible!* As a result of our ambitious and carefully planned curriculum that meets the needs of all of our pupils, children will continually develop as secure readers with an extensive vocabulary in order that they continue to understand the wider world that they are part of. We encourage problem solving, critical thinking and effective communication across every curriculum subject. By the time our pupils leave their primary phase of education, our valued curriculum will have ensured that they are eager to move on to the next stage of learning; they take pride in their work, can justify their opinions thoughtfully and manage their emotions carefully whilst always taking others in to consideration. At Deepdale Community Primary School, our shared vision is that every child is challenged from their individual starting point onwards. Every child is engaged in their learning and thrives in our continued care.

Our Curriculum Drivers

At Deepdale Community Primary School, we will all:-

- **Celebrate our differences:**

We recognise that all of our children have sporting strengths/interests within different areas of P.E. We ensure that we foster these to allow all children to achieve their full potential.

- **Have high aspirations:**

All of our children want to achieve to their very best! Within every unit taught we promote the career opportunities that are available so that our young people are given the opportunity to aspire to careers in sport.

- **Be passionate about the wider curriculum:**

Our children tell us that they love P.E! We will therefore ensure that we provide a balanced curriculum in which the children have many opportunities to develop and improve their skills. We aim to give as many of our children as possible the outside experiences of competitive sport to develop their passion for the subject.

- **Strive to be healthy:**

We provide children with the opportunity to develop not only their physical health but also their mental, social and emotional health.

Physical Health – promoting fitness through taught units of P.E alongside the opportunities for after-school clubs and a range of external competitions.

Emotional Health – developing the children’s self-esteem through representing school.



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Social Health – providing our children with the opportunity to interact with a range of people.

- **Love Language:**

At Deepdale, our love of language goes beyond the classroom. In P.E sessions children are introduced to a wide range of vocabulary from which they can make cross-curricular links.

Statement of Intent for P.E

The school believes that P.E. experienced in the safe and supportive environment is a unique and vital contributor to a pupil's physical development and wellbeing. P.E. develops children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities. The school supports the children as they strive to be healthy and enables them to become physically literate allowing them to understand how sport supports health and fitness in increasingly challenging situations.

Aims:

Our P.E curriculum is designed to ensure that all children are provided with opportunities to:

- Develop and broaden their fundamental movement skills across a wide range of sporting activities
- Engage in competitive games to further establish team building skills
- Thrive on opportunities to represent the school in sporting fixtures and participate in school events
- Work towards achieving to the best of their ability

The National Curriculum 2014 states:

The National Curriculum for Physical Education aims to ensure that all pupils:

- master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination 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

and in Key Stage 2:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply 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 the previous ones and demonstrate improvements to achieve their personal best



Curriculum Implementation

Principles of Teaching and Learning

At Deepdale Community Primary School our P.E curriculum follows the Lancashire Scheme of Work using the P.E Passport and enhances this creatively through targeted planning (see scheme of work for information related to curriculum provision). Lessons are delivered by qualified members of staff and support is provided through the effective deployment of a Teaching Assistant. We use a variety of teaching and learning styles in P.E. Our principle aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual or group activities. Teachers draw attention to examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open ended and can have a variety of results
- setting tasks of increasing difficulty where not all children complete all tasks
- grouping children by ability and setting differentiated tasks for each group
- providing a range of challenge through the provision of different resources

Swimming is taught in KS2 through a programme of sessions taught by a qualified A.S.A. teacher at a local Leisure Centre.

Sequencing of Learning

At Deepdale, the P.E curriculum has been designed to ensure that there is breadth and balance within each discipline. The key skills and knowledge build on prior learning and progress throughout each unit.

Each session within a unit is sequenced to build on skills which work towards a performance, game or core task.

EYFS

The EYFS Framework has four guiding principles that shape the practice in the early years. These are:

- that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- that children learn to be strong and independent through positive relationships
- That children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- the importance of learning and development. Children develop and learn at different rates.



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We relate P.E to the Fundamental Movement Skills and Early Learning Goals as set out in the statutory framework and non-statutory guidance materials, including the newly structured Development Matters and Lancashire's 'Planning for Learning' document.

Progression

During Key Stage 1, pupils are taught knowledge skills and understanding through

- Dance
- Gymnastics
- Games activities
- Athletics

Key Stage 2 pupils have access to all components of the National Curriculum Programme of Study

- Dance
- Gymnastics
- Games
- Athletics
- Outdoor and Adventurous Activities
- Swimming

Relationship to other subjects

Cross curricular links are identified when appropriate. For example within English, the school encourages children to describe what they have done and to discuss how they might improve their performance. Links with Mathematics extend to encouraging children to measure, count and record what they do accurately. The school also promotes links with PSHE (including HRE). These include learning about the benefits of exercise and healthy eating, and how to make informed choices about these things. With reference to Spiritual, Moral, Social and Cultural development, we model the way in which children are expected to work with each other in lessons. Groupings allow children to work together and gives them the chance to discuss their ideas and performance. Their work in general enables them to develop respect for other children's level of ability and encourages them to cooperate across a range of activities and experiences. Computing enhances the teaching of P.E. where appropriate in all key stages. In dance and gymnastics, children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each others' performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences in outdoor activities. Other curricular subject links may include Science and Music.

Additional Opportunities

The school provides a range of P.E. related activities at lunchtime and at the end of the school day during the academic year. These encourage children to further develop their skills in a range of activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term. Once a child is allocated a place within an extra-curricular club, further details are shared with parents and carers and to meet safeguarding procedures, parents must return a letter stating parental consent.



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Throughout the year in both key stages 1 and 2, some children take part in inter-school events. Some of these activities introduce the competitive element to team games and foster a sense of team spirit and cooperation amongst the children.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in P.E. according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take the necessary steps to improve their attainment. Those children who are identified as having a particular talent for an aspects of P.E will be identified and suitable learning challenges provided. Children with specific learning needs and children with Targeted Learning Plans will be supported as required. Children with access to SSAs will be supported during all P.E. lessons so that they also achieve their full potential.

We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Curriculum Impact

Assessment

Assessment is on-going and is a vital tool to aid future planning and to provide information about individuals throughout their P.E journey. At Deepdale Community Primary School we use the P.E Passport to assess each individual child.

Staff continually assess the children's skills in P.E. through observations of the children, teacher-pupil discussions, teacher questioning and the children's self-assessment.

When reviewing the children's progress in all units, we assess children's:

- Developing skills
- Application of skills
- Character development

Formative assessments are used throughout each P.E unit to make overall Working Towards, Expected or Exceeding judgements against each skill.

In EYFS the children are also assessed against the Early Learning Goals in Physical Development

ELG: Gross Motor Skills

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.

Please see the school's Review and Improve Policy for additional guidance.

Reporting

Termly Parents' Evenings enable the class teacher to share evaluations alongside the annual report.



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In EYFS, parents are informed of the children's attainment in Physical Development (Gross Motor Skills)

Recording

At Deepdale Community Primary School we use digital forms of evidence alongside children's verbal responses.

Monitoring and Evaluation

The subject leaders for P.E will take an overarching lead for the monitoring and evaluation of pupil's progress. Subject leaders will look to conduct pupil interviews as well as observing children within lessons to ascertain children's skills within P.E.

Regular reports are made to the Governors on the progress of sporting provision and to our P.E. Governor.

Resource Management

There is a wide range of resources available across the school to support the teaching of P.E. we expect the children to help to set up, respect and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use a school playground for P.E. lessons and club activities when weather is permitting. All resources are recorded on the 'Resources for P.E.' lists, available from the P.E. subject leaders. These are regularly reviewed in order to ensure that they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning.

Some P.E. skills are reinforced during break and lunch times in the playground, and resources are stored within the outside learning environment.

Health and Safety

Deepdale Community Primary School follows the guidelines as set out in the 'Safe Practice in Physical Education and Sport' book published by the Association for Physical Education (Peter Whitlan). Risk assessments exist for all hall and playground learning environments and prior to an out-of-school visit for a sporting competition, a risk assessment will be completed using EVOLVE. During club provision, two members of staff will be present in-case of the need for First Aid administration. We encourage the children to consider their own safety and the safety of others at all times.

The Governing Body expect the P.E staff to set a good example by wearing appropriate clothing and footwear when teaching P.E. The policy of the Governing Body is that no potential dangerous jewellery or footwear is to be worn for any physical activity. The P.E. subject leader(s) alongside the P.E staff, make frequent visual checks for wear and tear of the equipment, and all members of staff should be responsible for reporting to the subject leader(s) when any items need replacing or repairing.

Sports Premium Funding

Deepdale Community Primary School is committed to spending the Sports Premium Funding to raise the achievement in P.E. for all pupils by improving the provision of available P.E. and Sport. There is a specific action plan entitled 'Evidencing the Impact of the P.E. and Sport Premium' available which outlines the effectiveness of spending and targeted areas.



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Review:

This policy was written in October 2017 and reviewed in October 2019, October 2021 and October 2023.
This policy will next be reviewed in October 2025.

Subject-leader: S.Pollard

Policy revised: October 2023

Review date: October 2025