

# **Duke Street Primary School**



## **Physical Education, School Sport and Physical Activity Policy**

**Date: April 2024**

**Next review: March 2026**

## Intent

At Duke Street Primary School, we believe that physical education, school sport and physical activity (PESSPA) are a very important part of every school day. Our aim is to ensure that all pupils leave primary school being physically literate. This means having the skills, knowledge, understanding and confidence to allow them to enjoy a physically active and healthy lifestyle. At Duke Street Primary School **all** staff give **every child** the opportunity to be active every single day through a combination of formal PE lessons, playtimes, clubs and through the daily active minutes, for example, completing brain breaks and active minutes. All areas of PESSPA are valued in school as we understand the importance of improving a child's overall physical health and fitness, and also the benefits to improve their mental health and cognitive development. Research has shown that performing the active minutes and daily fitness, children are more likely to concentrate and maintain focus in lessons. As well as strengthening muscle and bones, exercise builds confidence, inspires positivity and improves social skills.

## Aims

At Duke Street Primary School, we aim to:

1. Offer ALL pupils a broad, balanced and progressive Physical Education curriculum to promote diverse opportunities of a wide range of areas of PESSPA to enable children to make informed choices about future participation.
2. Provide opportunities for children to make progress in physical education as they move through the stages of school life by offering a broad, balanced and relevant curriculum, challenging children of all levels of ability.
3. Develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency, particularly in Fundamental Movement Skills.
4. Enable children to become aware of the benefits of a fit and healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility. This promotes physical and mental well-being through leading active and healthy lifestyles. This is important in formal PE lessons but is also incorporated in our daily active minutes.
5. Teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values such as fairness and respect and to develop the children's enjoyment of physical activity through creativity and imagination.
6. Develop the way that children independently perform skills and apply rules and conventions for different activities and sports. Teach and encourage children to become responsible for their own safety and that of others.
7. Improve observation skills and the ability to describe and make simple judgements on their own and other's work; and to use this to improve performance.
8. Develop an understanding of how to improve in a range of activities and how to evaluate their own success.
9. Offer a range of extra-curricular activities that draw on the skills developed within the curriculum.
10. Provide opportunities for children to swim at least 25 metres confidently before the end of Year 6 and know how to remain safe in and around water.

## **Implementation**

### **Teaching and Learning**

At Duke Street Primary School, we commit to high quality teaching and learning. We use a variety of teaching and learning styles in PE lessons to develop pupils' knowledge, skills and understanding across a variety of activity areas. Teachers use a mixture of whole class teaching, individual, partner and group activities.

We follow the STEP as an approach to adapt, differentiate and extend our lessons. Examples of adapting through STEP include:

**Space** – modifying the space by increasing or decreasing the area.

**Task** – modifying the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task etc...

**Equipment** – modifying the equipment by changing the size of the target, level of equipment, amount of equipment etc...

**People** – modifying the people involved by having children work alone, with a partner, bigger teams etc...

To ensure that all pupils progress and experience success in the lessons staff provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- by setting common tasks that are open-ended and can have a variety of outcomes.
- setting tasks of increasing difficulty, where not all pupils complete all tasks (e.g. gymnastic challenges).
- grouping pupils by ability, and setting different tasks for each group (e.g., different games, vary the number of attackers and defenders).
- providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment, different types or size of ball used).
- Use of TILA and WILF to set clear learning objectives and breakdown the skills required through the 'What I am looking for' strategy. Both the TILA and WILF should be clear and achievable for all pupils to achieve at their own level.

Throughout lessons teachers may draw attention to good examples of individual performance as models for the other pupils, and we encourage the pupils to evaluate their own work as well as the work of other pupils. Within lessons, we also give the pupils the opportunity both to collaborate with other pupils and encourage character development such as resilience, teamwork, respect. We also provide opportunities to compete with each other and reinforce the importance of co-operation and playing to the rules of the game. We are fortunate to have a wide range of resources that pupils will use over their time at Duke Street following the long-term plan.

## **Curriculum**

### **How is P.E taught?**

PE is a foundation subject in the National Curriculum. PE is taught twice a week in two 45 minutes – 1-hour sessions following the PE passport scheme of work differentiating to accommodate the needs of the class and individuals. Time is allocated, with the use of a timetable, so that all classes have at least one lesson with access to the hall, the majority of classes have access to the hall for both lessons. We also have a large playground and field which are available for use in PE lessons. PE lessons are taught by the class teacher (one lesson per week), and the second lesson is taught by the PE subject leader. Teachers are given a curriculum map for the year that they must follow to ensure that all areas of national curriculum PE are covered within each key stage. Units of work are blocked so that, for a set period of time, all the lessons are on the same area of activity. For example, 7 weeks on gymnastics to allow for consistency and progression across the unit. Two units are taught per half term. As a school we subscribe to PE passport to support staff in curriculum planning and to ensure that the curriculum planning is progressive. All staff have access to the scheme of work and can log on via their iPad or computer. Staff are encouraged to use this resource to form the basis of their planning, however, are also expected to adapt them to meet the needs of their classes as appropriate. Staff receive training and support throughout the year in using PE passport, planning and teaching PE as a result of an annual staff audit.

Swimming is taught across the whole of Key Stage 2 during a three-week block when we have Pools 4 Schools in school.

PE is extended beyond the curriculum through the provision of a range of after school sports clubs, playground leaders, events and competitions throughout the year as well as providing daily active minutes.

### **What do we learn about in P.E?**

Children are taught a range of skills including:

- To develop and apply Fundamental Movement Skills with increasing control and coordination.
- To develop their “moving and thinking” skills through physical activities.
- To improve the quality and control of their performance.
- To recognise and describe how their bodies feel during exercise.
- To develop an enjoyment of physical activity through creativity and imagination
- To develop an understanding in children of how to succeed in a range of physical activities.
- To know how to evaluate their own success.
- To work and play with others in a range of group situations.
- To develop the way, they perform skills and apply rules and conventions for different activities.

## **FOUNDATION STAGE**

Pupils work on the Early Years Foundation Stage Profile and follow the desirable learning outcomes in order to achieve early learning goals.

**Prime areas of learning and their associated ELGs Physical development** – Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness

through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Please read the EYFS policy for more information.

### **KEY STAGE 1**

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 must 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.

### **KEY STAGE 2**

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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders 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.

### **SWIMMING AND WATER SAFETY**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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.

At Duke Street we have a lot of pupils who are unable to swim and so prioritise this as an area for development. In recent years we have hired Pools 4 Schools to provide an intensive block of three weeks during which all of key stage 2 are timetabled sessions. We have found this a much more effective way to provide swimming in our school for our pupils.

### **PE Kit**

All children should have a PE kit in school which they are expected to change into for PE lessons. PE kit should include:

- Black shorts.
- Black jogging bottom (during colder months).
- White t-shirt.
- Trainers (not black soled) - don't have to wear during Dance and Gymnastics
- No jewellery.
- Head scarves should be removed for PE lessons.
- Long hair to be tied back for PE lessons.

Spare kit is available from the PE subject leader if needed. If a pupil persistently has not PE kit the class teacher is expected to send a note home to parents, available from the PE subject leader.

The governing body expects teacher to set a good example by wearing appropriate clothing when teaching PE.

For swimming children are required to wear:

- A one-piece swimming costume or trunks (no shorts).
- Swimming cap.
- Prescription goggles are required if needed.
- An Islamic swimming costume can be worn, but this cannot consist of clothes for safety reasons.

### **Safe Practise in PE**

We recognise that participation in PESSPA contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control.

- Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g., physical disability, asthma.
- Staff know about the safe practices involved in moving and using apparatus.
- The children must be dressed appropriately, including footwear. The children must never do PE in just socks and may be asked to remove shoes when participating in indoor activities such as gymnastics.
- Children should not be wearing jewellery.
- Instruction in how to use equipment and facilities safely must be built into teaching time, and consistent application of the rules from the adult leading the session will help to prevent injury.

- Children should be taught how to lift and carry each piece of apparatus. They should bend at the knees, not the back, look in the direction of travel and there should be an appropriate number of children moving each piece of apparatus.
- Correct use of equipment is taught along with any potential hazards.
- Equipment and apparatus are stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.
- School shoes are not permitted to be worn for PE.
- Staff should be appropriately dressed in PE kit when teaching PE lessons for their own safety and comfort as well as modelling for children.

All staff are aware of the BAALPE Safe Practice in PE and how to access this, available from the PE subject leader. The PE subject leader will share important information as needed.

### **Sports Premium**

Sports Premium money is allocated to make additional and sustainable improvements to the quality of Physical Education. It is used to:

- Develop the teaching of P.E through the use of specialist PE teacher/sports coaches from outside agencies to support teachers delivering sessions.
- Provide opportunities to increase the amount of good quality active play.
- Provide a range of opportunities to promote physical activity during the school day in line with the Chief Medical Officers recommendations.
- Raise attainment in swimming to meet required standards before the end of Key Stage 2, beyond the normal curriculum provision.
- Provide a range of opportunities to experience different types of physical activity and school sport.

Funding information and impact of funding can be found on the PE and Sports Premium document, which is updated annually and is available on the school's website.

### **Training and support for staff**

We ensure that all staff have access to high quality professional development in PE and physical activity to keep them updated on key related issues and ensure they are confident to teach the full breadth of the curriculum. This will be done through support from the PE subject leader, sports partnership and other appropriate providers, for example the Lancashire PE advisor. Staff complete a staff audit at the end of each year to allow the PE subject leader to assess the support given to each staff member, the effectiveness of the support and future support required. This ensures that the support given is relevant to staff.

### **Special Educational Needs**

We comply with the Equality Act 2010 and are proactive in ensuring that all pupils, including those with special needs or disabilities are provided with a comprehensive programme of PESSPA. Differentiation in Physical Education is achieved through differentiated learning situations. Units of work and flexible lesson planning cater for pupils at Duke Street, who are at different stages of

development. Staff concentrate on a variety of teaching styles to develop learning experiences. We also have a wide range of equipment and resources are used to provide opportunities for the pupils to progress at their own level. At Duke Street Primary School, we recognise the responsibility to provide a broad and balanced curriculum for all pupils. In PE the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- Sets suitable learning challenges.
- Responds to pupils' diverse learning needs.
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Adapted equipment of differing weights, sizes and shapes are used as appropriate to pupil's levels of skill, experience and confidence.

For more information, please read the SEND / Equal Opportunities policies.

### **Daily Physical Activity**

In addition to formal PE lessons, we believe that all physical activity helps children feel good about themselves. We aim to ensure that all children enjoy being active, know why activity is important to their health and wellbeing and understand the rules and conventions of taking part in different activities safely. We recognise the importance of children completing the active 30 minutes a day in school as recommended by the Chief Medical Officer and aim to provide this. To achieve the 30 active minutes, we promote the daily physical activity, incorporate brain breaks in lessons and have trained play leaders delivering structured activity at lunchtimes. The daily active minutes are recorded and celebrated weekly.

### **Extracurricular clubs**

At Duke Street Primary School, we are committed to providing extra-curricular sporting opportunities. Clubs are co-ordinated by the PE subject leader and are delivered by school or other appropriate external companies. These include after school clubs in a range of sports and activities across all year groups. We feel that it is important to offer all children the experience of participating in an extra-curricular club and we encourage all children to take part in at least one extracurricular club. Pupils are consulted regarding the clubs on offer through pupil voice and the school council.

We also promote local clubs and community links as appropriate and signpost talented pupils to the relevant clubs that are available locally.

### **Competition**

At Duke Street Primary School, we understand and value the importance of competition. We provide our pupils with the opportunities to participate in a variety of competitions throughout the year against other primary schools in a variety of sports, friendly matches against other teams and performing exceptional work, such as dance displays. We also include competition within our PE lessons where appropriate and complete intraschool competitions, such as our annual sports day.



Selection for school teams is based on attendance, attitude and commitment as much as sporting ability.

### **Contribution of PE to teaching in other curriculum areas**

#### **English**

PE contributes to the teaching of English in our school by encouraging pupils to describe what they have done, and to discuss how they might improve their performance. Pupils are also encouraged to communicate clearly with each other when giving instructions, working as a team and providing feedback. There is a range of rich vocabulary within PE and pupils are exposed to new words and encouraged to use them in the appropriate context.

#### **Mathematics**

There are many opportunities for pupils to apply their mathematical learning in PE lessons. Examples include providing opportunities for pupils to measure and record what they do accurately, getting into groups of a certain size, timing and keeping score. The OAA unit also offers opportunities to use directional language, angles, co-ordinates.

#### **Science**

PE offers many opportunities to support learning in science through understanding how the body works, names of muscles, the heart and lungs, circulation and breathing. The health and fitness unit offers opportunities to apply knowledge about keeping our bodies fit and healthy and why this is important.

#### **Personal, social and health education (PSHE) and citizenship**

PE contributes to the teaching of PSHE and citizenship through learning about the benefits of exercise and healthy eating. Pupils learn how to keep our body and mind fit and healthy, why this is important and how to make informed choices regarding their physical and mental health. Pupils gain experience in working as part of a team or being a team leader. Pupils need to communicate with each other effectively, play to the rules of the game and demonstrate respect when working with other pupils. Through this PE can also play an important part in promoting a child's self-esteem.

#### **PE and ICT**

Information and communication technology enhances the teaching of PE, where it is used appropriately. During dance we use music to provide a stimulus for movement. In dance and gymnastics, pupils could make video recordings of their performance and use them to develop their movements and actions. Pupils may compare each other's performances from recordings and use these to improve the quality of their own work.

### **Impact**

At Duke Street we aspire that our children participate in a variety of physical education, school sport and physical activity through high quality experiences that are engaging and fun. In PE lessons, our children increasingly learn to take responsibility for their own health and fitness and participate in the range of activities that are available to them. Some of our children also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for PESSPA. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired during their time at Duke Street Primary School.

## **Monitoring**

The subject leader or member of SLT with responsibility for monitoring is responsible for the overall monitoring of the quality of physical education, school sport and physical activity provision.

Physical Education, school sport and physical activity is monitored and evaluated through:

- Lesson observations / learning walks
- Monitoring of lesson evaluations
- Monitoring of equipment
- Curriculum maps
- Pupils Assessment data through PE passport and Fundamental Movement Skills assessment data
- Feedback from staff and staff audits
- Pupil records of participation, focusing on different groups
- Feedback from pupils/school council about PE and general physical activity
- Attendance at after school sports clubs
- Performance at competitions

## **Assessment**

Teachers assess pupils' work in PE by making observations during the PE lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which they and others can improve. Progress is observed and recorded against the learning objectives for lessons and future lessons are planned to further learning. At the end of each unit of work teachers use the PE passport app to assess pupils in the unit of work covered, assessing the physical skills, understanding of the application of the skills and the character development. Picture and video evidence is also recorded on PE passport to provide further evidence of pupils learning over time. Individual outcomes can also be assessed during the unit as appropriate.

Fundamental movement skills are also observed and assessed at the start of each year in all year groups to inform planning and highlight areas for development.

Through PE passport the subject leader can monitor whole school achievement and identify areas for development and areas of strength. The data can be grouped by class, EAL, PP and SEND to consider the needs of certain groups in school.

Review date: March 2026

