



# Ireby Church of England Primary School

## Physical Education

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Signed by:

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\_\_\_\_\_ Head Teacher

Date: 2<sup>nd</sup> October 2022

Next review date: October 2024 or sooner if required

School Governance:

Responsibility of the school leadership

## **Physical Education**

### **Christian vision: 'Created to do Good' Ephesians 2:10**

At Ireby, we are dedicated to creating a loving community for all, where all are celebrated as unique individuals and where passions and talents can flourish. We learn how God teaches us how to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning. Physical Education supports our vision by enabling our children to flourish. Exercise is one of the most important aspects of a child's life. For our children, this means learning the importance of being physically active, not just during their time at our school, but beyond into their adult life.

### **Defining exercise:**

Exercise is defined as being physically active and working your body at a greater intensity than normal, exercise raises your heart rate and body temperature and works your muscles too. As well as being active we should also be trying to ensure our children are eating healthily.

### **Our Aim**

To build our children's skills and knowledge in Physical Education so that they achieve specific '**end points**' at each key stage of their learning, and commit this learning to their long-term memory, enabling them to know more and do more and fulfil our Christian vision of being healthy, active citizens who can contribute positively to making our world a better place both during their time at Ireby and beyond.

### **Intent**

Physical Education at Ireby Primary School inspires our children to take part in a wide range of physical activities in a competitive yet safe environment. Children develop a love for sport, become team players, demonstrate discipline, show respect and excellent sportsmanship.

The aims and objectives of our Physical Education Curriculum have been carefully selected to ensure that children progress their physical skills year upon year. Children have the opportunity to excel in a range of sports and reach their full potential. They learn new skills whilst developing ones previously taught and go on to apply these in competitive games. We understand that teamwork is the foundation of any group sport and is at the very core of our curriculum. Children also develop knowledge of how their bodies change during physical activity and learn how to live a healthy and active lifestyle. We ensure that all children are able to take part in Physical Education and have confidence that with our broad curriculum, they will find sports that they are passionate about.

### **Implementation**

We enhance our Physical Education curriculum through a variety of inter-school activities by taking part in our local Primary Sports League. The children have the opportunity to compete in sports such as football, tag rugby, cricket, rounders,

hockey, basketball and netball. Children are skilfully led through a series of training sessions before applying their new skills to tournaments. We are part of a local cluster of schools who work together to give our children a range of competitive sporting opportunities. Through our curriculum we also encourage children to participate in a range of sports such as: canoeing, climbing, sailing and orienteering which rotate throughout the summer term. We also compete in local dance show cases working with You Dance and water safety with Keswick Adventures.

Our health mentor is a valuable asset to our Physical Education curriculum and helps to provide high-quality provision for our pupils. In addition to their lessons, classes work with our health mentor to try new sports which they may never have encountered which ensures that children will find sports they love. We also form links with organisations in our community such as Eden Rock Climbing centre, Keswick adventures and You Dance . Our curriculum supports a wide variety of sports to engage our children.

Implementation of physical education will be in-line with our [Curriculum intent, implementation and impact policy](#).

## **Impact**

Throughout their time at Ireby Primary School, children find a love for sport, learn new skills and take part in competitive games. By the time they leave, they have the ability to work as part of a team and believe in themselves. Pupils can demonstrate a high level of physical skill, compete and excel in a range of sports, communicate effectively within a team, show resilience, display commitment and determination and think positively. This means that all children are able to achieve and reach their full sporting potential.

## **Timetabling and organisation**

EYFS and Key Stage 1 are taught in their class, Key Stage 2 are taught as a class.

In EYFS, Key Stage 1 and 2, the PE curriculum is delivered through two dedicated weekly 1-hour lessons. Physical Education is focussed on gymnastics, movement and dance, invasion, ball and striking games.

PE is taught by a member of our teaching staff who has a wealth of sporting achievements. We invest heavily in equipment and resources to support a diverse range of sports and physical education. Please see our document '[Evidencing the impact of the PE and sport premium](#)' for details.

We also encourage active, healthy children through a variety of lunchtime activities and through other areas of our curriculum.

## **End points**

Our PE and games curriculum supports every child to reach a required 'end point' by the end of each Key Stage. These 'end points' reflect both the requirements of the National Curriculum 2014, and reflect the needs of the children in our school context.

### End points for the end of Key Stage 1:

<b>Games</b>	Use the terms 'opponent' and 'team-mate'.
	Use rolling, hitting, running, jumping, catching and kicking skills in combination.
	Develop tactics
	Lead others when appropriate
<b>Dance</b>	Copy and remember moves and positions.
	Move with careful control and coordination.
	Link two or more actions to perform a sequence.
	Choose movements to communicate a mood, feeling or idea.
<b>Gymnastics</b>	Copy and remember actions
	Move with some control and awareness of space.
	Link two or more actions to make a sequence.
	Show contrasts (such as small/tall, straight/curved and wide/narrow.)
	Travel by rolling forwards, backwards and sideways.
	Hold a position whilst balancing on different points of the body.
	Climb safely on equipment.
	Stretch and curl to develop flexibility.
	Jump in a variety of ways and land with increasing control and balance.
<b>Our Christian vision</b>	Understand how developing skills and knowledge in PE and games can be used to support our Christian vision, 'created to do good' and that children can use these skills to stay healthy and active and make our world a better place.

### End Points for the end of lower Key Stage 2:

<b>Games</b>	Throw and catch with control and accuracy.
	Strike a ball and field with control.
	Choose appropriate tactics to cause problems for the opposition.
	Follow the rules of the game and play fairly.
	Maintain possession of a ball (with e.g. feet, a hockey stick or hands).
	Pass to teammates at appropriate times.
	Lead others and act as a respectful team member.
<b>Dance</b>	Plan, perform and repeat sequences.
	Move in a clear, fluent and expressive manner.
	Refine movements into sequences
	Create dances and movements that convey a definite idea.
	Change speed and levels within a performance

	Develop physical strength and suppleness by practising moves and stretching.
<b>Gymnastics</b>	Plan, perform and repeat sequences.
	Move in a clear, fluent and expressive manner.
	Refine movements into sequences.
	Show changes of direction, speed and level during a performance.
	Travel in a variety of ways, including flight, by transferring weight to generate power in movements.
	Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape.)
	Swing and hang from equipment safely (using hands).
<b>Swimming</b>	Swim between 25 and 50 metres unaided.
	Use more than one stroke and coordinate breathing as appropriate for the stroke being used.
	Coordinate leg and arm movements.
	Swim at the surface and below the water.
<b>Athletics</b>	Sprint over a short distance up to 60 metres.
	Run over a longer distance, conserving energy in order to sustain performance.
	Use a range of throwing techniques (such as under arm, over arm.)
	Throw with accuracy to hit a target or cover a distance.
	Jump in a number of ways, using a run up where appropriate.
	Compete with others and aim to improve personal best performances.
<b>Outdoor and Adventurous activities</b>	Arrive properly equipped form outdoor and adventurous activities.
	Understand the need to show accomplishment in managing risks.
	Show an ability to both lead and form part of a team.
	Support others and seek support if required when the situation dictates.
	Show resilience when plans do not work and initiative to try new ways of working.
	Use maps, compasses and digital devices to orientate themselves.
	Remain aware of changing conditions and change plans if necessary.

## End Points by Upper Key Stage 2

<b>Games</b>	Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking.)
	Work alone, or with teammates in order to gain or possession.
	Strike a bowled or volleyed ball with accuracy.
	Use forehand and backhand when playing racket games.
	Field, defend and attack tactically by anticipating the direction of play.
	Choose the most appropriate tactics for a game.
	Uphold the spirit of fair play and respect in all competitive situations.
	Lead others when called upon and act as a good role model within a team.
<b>Dance</b>	Compose creative and imaginative dance sequences.
	Perform expressively and hold a precise and strong body posture.
	Perform and create complex sequences.
	Express an idea in original and imaginative ways.
	Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.
	Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands.)
<b>Gymnastics</b>	Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills
	Hold shapes that are strong, fluent and expressive
	Include in a sequence set pieces, choosing the most appropriate linking elements.
	Vary speed, direction, level and body rotation during floor performances.
	Practise and refine the gymnastic techniques used in performances.
	Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions.)
	Use equipment to vault and to swing.
<b>Swimming</b>	Swim over 100 metres unaided.
	Use breaststroke, front crawl, and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming..
	Swim fluently with controlled strokes.
	Turn efficiently at the end of a length
<b>Athletics</b>	Combine sprinting with low hurdles over 60 metres.
	Choose the best place for running over a variety of distances.
	Throw accurately and refine performance by analysing technique and body shape.
	Show control in take off and landings when jumping.
	Compete with others and keep track of personal best performances, setting targets for improvement.
<b>Outdoor adventurous activities</b>	Select appropriate equipment for outdoor and adventurous activity.
	Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.

	Embrace both leadership and team roles and gain the commitment and respect of a team.
	Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.
	Remain positive even in the most challenging circumstances, rallying others if need be.
	Use a range of devices in order to orientate themselves.
	Quickly assess changing conditions and adapt plans to ensure safety comes
<b>Our Christian vision</b>	Understand how developing skills and knowledge in PE and games can be used to support our Christian vision, 'created to do good' and that children can use these skills to stay healthy and active and make our world a better place.

## Our Curriculum design

Our PE and games is planned on a two-year rolling programme for key Stage 1 and a four-year rolling programme for Key Stage 2. Units are sequenced in order to support our Christian vision and aims i.e to build knowledge and skills, commit these to memory and reach identified 'end points'.

## EYFS/ Key Stage 1 and 2 (Four-year rolling programme – KS 1 repeats)

CYCLE A		Autumn Term		Spring Term		Summer Term	
	EYFS	Me and myself		Movement and development		Ball Skills	
	KS1	Gymnastics	Dance	Golf	Swimming	Athletics	Orienteering Cricket
	KS2	Football Gymnastics	Handball Dance	Swimming	tennis/badminton Dance	Cricket/rounders	OAA Athletics
CYCLE B		Autumn Term		Spring Term		Summer Term	
	EYFS	Fundamentals		Throwing and catching		Fun and games	
	KS1	Gymnastics	Dance	Tag Rugby	Swimming	Cricket/rounders	Orienteering Athletics
	KS2	Netball Gymnastics	Basketball Dance	Swimming	Tennis/badminton	cricket/ rounders	OAA - Climbing Athletics
CYCLE C		Autumn Term		Spring Term		Summer Term	
	EYFS	Me and myself		Movement and development		Ball Skills	
	KS1	Gymnastics	Dance	Football	Swimming	Athletics	Orienteering Cricket
	KS2	Hockey Gymnastics	Volleyball Dance	Swimming	Tennis/ badminton	Cricket/rounders	OAA Athletics
CYCLE D		Autumn Term		Spring Term		Summer Term	
	EYFS	Fundamentals		Throwing and catching		Fun and games	
	KS1	Gymnastics	Dance	Basketball	Swimming	Athletics	Orienteering Cricket
	KS2	Tag Rugby Gymnastics	Badminton Dance	Swimming	Tennis	Cricket/rounders	Athletics OAA

## Our sequence of learning

Units of learning are carefully sequenced in order to support our aim to build children's physical education skills and knowledge towards specific '**end points**' at each key stage of their learning, and commit this learning to their long-term memory and habits. For example, throwing and catching in EYFS, builds into

netball skills in Key Stage 1 and is then built on again in Key Stage 2. The timing of netball teaching also links into our competitive sports programme which we do through working with a small cluster of schools from the Keswick area. To find out more about our progression of skills and knowledge click on our [physical education progression link](#).

### **Monitoring and evaluation of effectiveness of this policy**

The headteacher and Physical Education subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

<b>Activity</b>	<b>Frequency</b>
Lesson observations	Our PE leader will sample games/ PE lessons during the year
Pupil voice	Samples on PE during year
Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data on Scholarpack for evaluation by the subject leader

### **The role of governors**

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

### **Monitoring and review of this policy**

Senior leaders monitor the school's PE Policy and carry out reviews so that we can take account of new initiatives and research, changes in the PE curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if required.



