



Ireby Church of England Primary School

Physical Education

Signed by:

_____  _____ Head Teacher

Date: 4th January 2024

Next review date: January 2026 or sooner if required.

School Governance:

Responsibility of the school leadership

Physical Education

Physical Education is a subject that promotes a life-long love of physical activity and leading a healthy and active life. 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.

At Ireby, children are encouraged to be active at every opportunity. On our staff team, we have a PE expert, who played Rugby League for her country and who is able to motivate our children and teach them the skills and knowledge they need. The PE curriculum at Ireby ensures that children are exposed to a variety of different sports and take part in Outdoor and Adventurous Activities throughout their time in Key Stage 1 and Key Stage 2. We utilise our local environment to ensure that children have the opportunity to explore the outdoors.

Children at Ireby have the unique opportunity to take part in swimming lessons from EYFS right through to finishing primary school in Year 6. We believe it is important that children learn to swim and invest in this to enable children to build confidence and develop swimming skills throughout their time at school.

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

By instilling our values through our learning and play, it is our hope that our children develop a deeper understanding of themselves and the world around them. We want our children to know that they are part of our local, national and global community and that, in their own way, they can help to make our world better place.

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

Ensuring children experience a high level of physical activity is at the forefront of our Physical Education lessons. Pupils are given the opportunity to, develop physical skills, contextually apply these techniques, perform, reflect on their performances and that of their peers, develop and use activity-specific vocabulary and develop the necessary social and thinking skills required during game play.

How our curriculum is organised:

Our curriculum is sequenced to ensure progression of skills and knowledge from EYFS to Upper Key Stage Two. The following key concepts are interweaved through our units: fundamental movement skills, ball skills, tactics and strategy, healthy lifestyle awareness, personal and social skills and creative movement through dance and gymnastics.

At Ireby we are fortunate to have a specialist PE teacher on our staff team, who delivers 2 hours of quality PE each week to all age groups. The benefit of this is that pupils experience expert teaching within the curriculum. The PE Planning resource package also supports the teaching of PE through carefully selected units.

Our proximity to the Lake District National Park enables children in Key Stage Two to enhance their water safety skills through water sports activities, including kayaking, paddle boarding and sailing on Derwentwater.

Pupils benefit from our membership in the Keswick Primary School Sports Partnership. This provides children with the opportunity to participate in local inter-school competitions in a range of activity areas. In these competitive situations, pupils are encouraged to channel their competitive energy into displaying good sportsmanship and the School Games Mark principles.

Key areas in Physical Education

In Key Stage 1 particular attention is paid towards Motor Competence and Fundamental Movement Skills (FMS). FMS is categorised as:

Locomotor skills – such as running and jumping.

Stability skills – such as twisting and balancing.

Manipulation skills – such as throwing and catching.

By KS2, pupils should be demonstrating proficiency in FMS. Pupils should continue to progress and demonstrate proficient Motor Competence. Increased attention towards Rules, Strategies and Tactics is developed in KS2. Also, in KS2 there is an increased emphasis on healthy participation and developing their understanding of the relationship between physical activity and its effects on the body.

Different types of knowledge in Physical Education

Declarative Knowledge

Factual knowledge concerning movement, rules, tactics, strategies, health and participation. This is best practiced through spoken or written observations of a practical demonstration.

Procedural Knowledge

Knowing how to apply declarative facts. This is best practiced through demonstration or participation.

A spiral curriculum

Our curriculum has been designed as a spiral curriculum with the following key principles in mind:

Cyclical: Pupils return to the key knowledge and skills repeatedly during their time in primary school.

Increasing depth: Each time a skill is revisited it is covered with greater complexity and in varying contexts.

Progression includes:

- practising a specific skill in more detail.
- practising further examples of a specific skill to broaden contextual knowledge.
- Participating in a broader range of activities to develop knowledge and skills.
- Evaluating and reflecting on performances, identifying areas for improvement.
- making and explaining links across areas in Physical Education.

Prior knowledge: Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

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.

Our sequence of learning

Our PE is planned on a two-year rolling programme for key Stage 1 and a four-year rolling programme for Key Stage 2. The Long-Term plan has been carefully sequenced to ensure that children are able to build on prior knowledge and skills, progress and develop skills across a range of activities and that new knowledge and skills are introduced at the appropriate Key Stage.

[Physical Education Curriculum map.](#)

Our long term plan

| | | | | | | | |
|---------|------|-------------------------|---------------------|---------------------------|--------------|---|---|
| CYCLE A | | Autumn Term | | Spring Term | | Summer Term | |
| | EYFS | Me and myself | | Movement and development | | Ball Skills | |
| | KS1 | Gymnastics | Dance | Swimming | Golf | Athletics | Orienteering Cricket |
| | KS2 | Football Gymnastics | Handball Dance | Dance Badminton | Swimming | Cricket/rounders Health and Fitness | OAA – Kayaking/Paddle boarding Athletics |
| CYCLE B | | Autumn Term | | Spring Term | | Summer Term | |
| | EYFS | Fundamentals | | Throwing and catching | | Fun and games | |
| | KS1 | Gymnastics | Dance | Swimming | Tag Rugby | Cricket/rounders | Orienteering Athletics |
| | KS2 | Netball Gymnastics | Basketball Dance | Tennis/Badminton Dance | Swimming | 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 | Swimming | Football | Athletics | Orienteering Cricket |
| | KS2 | Hockey Gymnastics | Volleyball Dance | Tennis/Badminton Dance | Swimming | Cricket/rounders Health and Fitness | OAA - Sailing Athletics |
| CYCLE D | | Autumn Term | | Spring Term | | Summer Term | |
| | EYFS | Fundamentals | | Throwing and catching | | Fun and games | |
| | KS1 | Gymnastics | Dance | Swimming | Basketball | Athletics | Orienteering Cricket |
| | KS2 | Tag Rugby Gymnastics | Badminton Dance | Tennis Dance | Swimming | Cricket/rounders | Athletics OAA |

Physical Education in the EYFS

There are many advantages to incorporating Physical Education and physical play into children's early years.

The first six years of a child's life are especially crucial for his or her growth and development. By encouraging growth and development we can help to set them up for the rest of their lives.

In EYFS pupils should demonstrate good control and coordination in small and large movements. Children should be developing fundamental skills with confidence, safely negotiating space and trying new activities in the process.

In EYFS pupils are taught to:

- Master basic movements including
 - Running
 - Jumping
 - Hopping
 - Crawling
 - Throwing and catching
 - Develop balance and agility, negotiate space, adjust speed, change direction.
 - Work as part of a group or class and understand and follow the rules.
 - Move confidently and in time to music.

The most relevant Development Matters statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development

Nursery

- Select and use activities and resources with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needed an adult to remind them.

Reception

- Manage their own needs, personal hygiene.
- Know and talk about the different factors that support overall health and wellbeing.
- Regular physical activity.

ELG

- Be confident to try new activities and show independence.
- Resilience and perseverance in the face of a challenge.
- Explain the reason for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.
- Work and play cooperatively and take turns with others.

- Physical Development

Nursery

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large muscle movements to wave flags and streamers.
- Paint and make marks.
- Start taking part in some group activities which they make up for themselves or in teams.
- Increasingly able to use and remember sequences, and patterns of music that are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed.

Reception

- Revise and refine the fundamental movement skills they have already acquired. (Rolling, crawling, running, hopping, walking, jumping, skipping, climbing.)
- Progress forwards a more fluent style of moving with developing control and grace.
- Develop overall body strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Develop overall body strength, balance coordination and agility.

ELG

- 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.)

- Expressive Arts and Design

Nursery

- Respond to what they have heard, expressing their thoughts and feelings.

Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.

ELG

- Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music.

Here is a link to our [implementation document](#) for PE in EYFS.

Physical Education in Key Stage 1

In Key Stage 1, particular attention should be paid towards Motor Competence and Fundamental Movement Skills (FMS). This can be categorised as; locomotor skills, such as running and jumping, stability skills – such as twisting and balancing and manipulation skills – such as throwing and catching.

In PE, children 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. They participate in team games, developing simple tactics for attacking and defending. Children also perform dances using simple movement patterns.

Here is a link to our [implementation document](#) for PE in Key Stage 1.

Physical Education in Key Stage 2

By Key Stage 2, pupils should be demonstrating proficiency in FMS. Pupils should continue to progress and demonstrate proficient Motor Competence. Increased attention towards rules, strategies and tactics is introduced at Key Stage 2, and there is an 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.

In PE children use running, jumping, throwing, and catching in isolation and in combination. They play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Children develop flexibility, strength, technique, control, and balance and perform dances using a range of movement patterns. Children in Key Stage 2 also take part in outdoor and adventurous activity challenges both individually and within a team. Children also become more reflective, comparing their performances with previous ones and demonstrate improvement to achieve their personal best.

Children take part in one half term of swimming every year from Nursery to Year 6. This is a unique approach at Ireby and ensures that we offer above and beyond the requirements for swimming in the National Curriculum. This is because we believe that it is an essential life skill, and we pride ourselves on the progression our children make in swimming from EYFS to Year 6. During these swimming lessons children are taught to swim competently, confidently and proficiently over a distance of at least 25 metres. They are able to use a range of strokes effectively and perform safe self-rescue in different water-based situations.

Here is a link to our [implementation document](#) for PE in Lower Key Stage 2.

Here is a link to our [implementation document](#) for PE in Upper Key Stage 2.

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.

We aspire for all our pupils to have a positive experience of PE and develop an enjoyment of sport and physical activity, in order to promote a lifelong healthy, active lifestyle. Pupils develop physical skills in a broad range of activities and are

equipped with the necessary tactical and social skills to apply techniques to competitive situations.

We measure the impact of our PE curriculum through:

- pupil voice – interviews/discussions
- end of unit assessments, which provide a tracking system on ScholarPack to monitor progress and development of skills across a range of activities.
- Governor monitoring with our PE link governor.
- Image and video evidence of the children's learning.
- The uptake of our sports after-school clubs and children's eagerness to compete in inter-school competitions.
- Evidencing the impact of the primary PE and sport premium document.

End points

Our PE 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:

| | |
|-----------------------------|--|
| Games | Use the terms 'opponent' and 'team-mate'. |
| | Use rolling, hitting, running, jumping, catching and kicking skills in combination. |
| | Develop tactics |
| | Lead others when appropriate |
| | |
| Dance | 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. |
| | |
| Gymnastics | 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. |
| Our Christian vision | 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:

| | |
|--------------------|--|
| Games | 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. |
| | |
| Dance | 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. |
| | |
| Gymnastics | 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). |
| | |
| Swimming | 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. |
| | |
| Athletics | 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. |
| | |
| Outdoor and | Arrive properly equipped form outdoor and adventurous activities. |

| | |
|-------------------------------|---|
| 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

| | |
|-------------------|---|
| Games | 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. |
| | |
| Dance | 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.) |
| | |
| Gymnastics | 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. |
| | |
| Swimming | 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 |
| | |
| Athletics | 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. |
| | |
| Outdoor adventurous activities | 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 |
| Our Christian vision | 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. |

Monitoring and evaluation of effectiveness of this policy

The headteacher and PE 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:

| Activity | Frequency |
|--|--|
| Lesson observations | Our Headteacher and PE Leader will sample PE lessons during the year |
| Pupil voice | Two samples 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 so that we can take account of new initiatives and research or any 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.