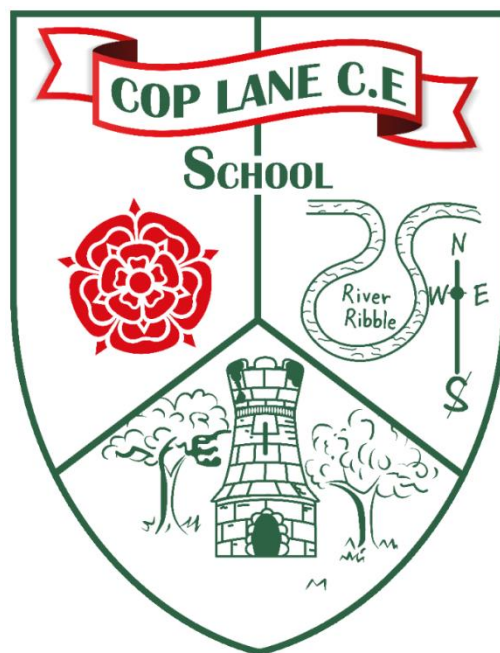


# Cop Lane C.E Primary School

## PE Policy

January 2020



This policy is embedded in our school's mission statement and distinctive Christian vision:

*A welcoming Christian community, committed to one another, giving our very best at all times.*

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

*'I can do all things through Christ who strengthens me.'*

Philippians 4.13

## **Vision**

Our vision for P.E. fits in to the vision for school as at Cop Lane CE Primary School it is our intent to nurture and develop the whole child. The mission statement sets out our rationale for life and work in school with reference to;

- The high quality of education and opportunities we offer our pupils
- The commitment, concern and care shown to the whole community involved with the school through a strong sense of Christian values
- The high expectations we have of all in whatever task we undertake.

We believe that every child should have the opportunity to take part in physical activity on a regular basis and become more physically confident and competent. We hope that, through all the sporting opportunities and physical activity we offer, the children will potentially develop a love and passion for sport and continue this into their later lives.

## **Purpose of study**

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.

## **Aims (intent, implementation, impact)**

The National Curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

## **Intent**

At Cop Lane, we will aim to give every pupil a fair opportunity to access the components of our PE curriculum in order to reach the following objectives:

- Children to leave Cop Lane with a positive relationship to physical health, activity and personal wellbeing.
- Children to use physical education at Cop Lane to develop their understanding of competition, including: fair play, sportsmanship, team work, passion and playing within the rules.
- Children to have thorough knowledge of the basic skills needed to access specific sports.
- Children to use physical education at Cop Lane to develop themselves as a whole person - mentally, personally, physically and socially.

PE provides pupils with the opportunity to learn how to be successful participants in physical activity. It allows pupils to understand what physical activity looks and feels like and how with practice they can improve their skills sets to reach high quality outcomes. Year 3 and 4 pupils will begin to experience a range of gymnastics, dance and games activities. They will be able to demonstrate basic movements and begin to link skills together to work towards an intended outcome. They will start to understand the requirements of working within different group dynamics. By the time pupils reach years 5 and 6 they will have a deep and varied PE experience. They will be able to call upon an extensive range of skills and link these together to perform more complex movements and tasks. They will have the confidence to work well within a variety of group dynamics and apply tactical and strategical thinking in a range of contexts under pressure. Pupils will be able evaluate their own performance and that of others.

## **Implementation**

At Cop Lane, there are 2 hours of timetabled lessons each week for every pupil, allowing pupils to develop themselves as a whole person, build a sound knowledge of basic skills, develop the values of the school's vision and to build a positive relationship with physical health.

All staff has access to a bank of structured lessons through LCC planning syllabus. Hall space and outside space are timetabled in order to give each class an opportunity to access PE lessons. Each lesson plan is pre-created but gives the teacher flexibility to alter elements in order to give the pupils the best, tailored

learning experience. Through adopting the YST programme of ‘My Personal Best’, each lesson has a social, personal and technical objective, ensuring that the whole person is developed throughout. Teachers will make links to the school values where appropriate in order to enhance children’s understanding of the values associated to physical health and sport. We have also developed a curriculum map to guide teachers throughout the year.

Lessons are planned to cover the National Curriculum themes of athletics, dance, gymnastics, OAA and games (net and wall, invasion and striking and fielding). The curriculum considers the importance of both the breadth and depth of learning. Throughout the academic year, the allocated 2 hours curriculum time is split between the class teacher and specialist PE teacher. The specialist PE teacher delivers the games topics including athletics and OAA. The class teachers deliver a broader PE lesson which covers a range of aspects from all topic areas including dance and gymnastics. Class teachers are supported with nationally recognised PE resources that provide extensive teaching and learning materials including video clips to build teaching confidence.

Lessons usually begin with a quick starter to engage and focus pupils. Pupils then work through a range of progressive activities around a theme or intended learning outcome. There are opportunities to extend and challenge individual pupils and provide support for others. Lessons may be taught in isolation or linked over a number of weeks. A game, performance or task may be the focal point and can be revisited to allow skills to be refined and developed.

## **Impact**

A Cop Lane pupils PE experience should provide a depth of learning in a positive and engaging environment. Basic underlying principles and skills will have been practised and opportunities to develop these into more complex processes. Pupils will be confident to try new things and take risks. They will be able to make quick decisions and choices when planning tasks or performances. They will have a range of strategies for solving problems and show resilience to keep going when they find things difficult. Pupils will understand the benefits of working in different group dynamics. They will have the confidence to lead and support others. They will understand the importance of physical activity in a wider context and possess the skills and enthusiasm to develop their learning further.

# Curriculum

## EYFS

We encourage the physical development of our children in the Reception class, as an integral part of their work. As the Reception class is part of the Foundation Stage of the National Curriculum. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

Physical development within the Early Years Foundation Stage framework is one of three prime areas for learning. The two related Early Learning Goals are:

### Expected

Moving and handling – Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care – Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### Exceeding

Moving and handling – Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.

Health and self-care – Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. In Reception, the children access a range of daily activities to develop their fine

and gross motor skills and have access to a dedicated outside area. In addition to this, they also have two weekly PE lessons.

## **KS1**

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 should 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

## **KS2**

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

This is provided to children in Year 4 (and in some cases continues in Year 5 and 6, dependent on whether they have achieved the National requirements, therefore booster sessions shall be allocated).

## **Differentiation (including more able/SEND)**

Differentiation in Physical Education is achieved through differentiated learning situations. Units of work and flexible lesson planning cater for pupils at Cop Lane, who are at different stages of development. Staff concentrate on a variety of teaching styles to develop learning experiences and departmental equipment and resources are used to provide opportunities for the pupils to progress at their own level.

At Cop Lane CE Primary School we recognise the responsibility of all schools 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. We have adopted the statutory inclusion statement on providing effective learning opportunities for all 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

As previously stated, PE intervention supports children with additional physical needs, e.g – core strength, balance or movement concerns. The P.E Subject leader advises teachers on how to plan intensive support in a small group context. PE intervention is available for children from the Early Years Foundation stage to Year 6.

Adapted equipment of differing weights, sizes and shapes are used as appropriate to pupil's levels of skill, experience and confidence. Task cards, posters, videos, digital cameras and iPads are also used to assist pupils in teaching and learning. Higher ability pupils should also be given the opportunity to coach, lead and/or officiate in activities in which their strengths lie. The SENCo and PE Subject Leader jointly advise teachers on the support which can be provided for individual children with particular educational needs, including more able pupils.

We challenge our more able pupils at Cop Lane through a variety of different ways e.g.:

- Schemes of work encourage the use of differentiated tasks and provide some lesson ideas
- Open ended tasks allowing more advanced skills / tactics to be developed
- Greater pressure placed on the individual pupil in practice and games situations, e.g. 3v1, skills to be performed at a quicker pace or in a more confined area
- Pupils encouraged to play a leadership / coaching role in decision making, team organisation, planning tactics and strategies, evaluating strengths and weaknesses, conducting sport warm ups and cool downs
- Pupils encouraged to take on an officiating role either within the game or in the practices. This should be taken on in activities of the students choosing or in areas in which they feel comfortable.
- Pupil encouraged to attend extra-curricular clubs, team practices, out of school clubs, county and national trials etc.

## **Assessment and recording**

Teachers assess children throughout their journey at Cop Lane through using the EYFS framework, KLIPS and the progression of skills document. Teachers have the opportunity to offer feedback via staff meetings with regards to timetabling



of lessons. The lesson plans are constantly monitored and developed by LCC/South Ribble Coaches in order to stay up to date and relevant.

The PE subject leader monitors standards of the children's skills and quality of teaching and keeps samples of teacher's planning, children's photographs/videos of skill progression and details of pupil interviews. The subject leader has a book that all of this information is recorded in. The PE subject leader supports teachers and gives the Headteacher an annual action plan in which he/she evaluates improvement plans and indicates areas for further improvements.

## **Cross-Curricular PE**

PE has extensive links to most areas of the curriculum allowing for cross curricular teaching. Below are some examples:

### **Maths:**

- Counting and using the four rules when scoring games.
- Recording time using stopwatches when running over variable distances, or time keeping games.
- Measuring distances when throwing and jumping.
- Degrees of release in throws and bowling.

### **English**

- Communicating with others.
- Providing structured feedback.
- Learning of key vocabulary.

### **Science**

- The effects of exercise on the body.
- Developing an understanding of momentum and how it helps to build force and enable rolls.
- Learning the names of muscles in body tension exercises.
- Exploring weight transfer for jumping and throwing for distance.

### **Geography**

- Reading maps to navigate around a course.
- Learning how to orientate a map.

### **Music**

- Expressing an understanding of rhythm through movement.
- Counting music to create movement.
- Counting to stay in time with music and a group.

## **PSHE**

- Developing leadership skills when coaching others.
- Developing relationships through partner and group work.
- Understanding the need to follow rules and play fairly.
- Opportunities to demonstrate the Sporting Spirit Values of respect, teamwork, honesty, determination, self-belief and passion.

## **Computing**

- Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

## **Health and safety in P.E**

All staff has due regard for the current Association for Physical Education (AfPE) PE guidance 2018 when preparing and delivering PE lessons:

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the

waist, not jumping or running in front of others, ensuring children are not running on an over turned bench etc.).

- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back
- Children unable to remove earrings should be required to make them safe by taping, front and back, which may offer a measure of protection.
- Pupils wear suitable footwear when travelling to and from the hall.

## **Healthy Eating**

At Cop Lane, we recognise that physical activity is just one element of healthy lifestyles and actively promote healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through DT (food) sessions with all age groups.

### **30 minutes of physical activity**

The government has stated that primary schools should provide at least 30 minutes of physical activity every day for pupils under a new strategy to tackle child obesity. The Department of Health published its “Childhood obesity: a plan for action” The strategy states primaries should deliver 30 minutes of “moderate to vigorous” activity for pupils every day through active break times, extra-curricular physical education (PE) clubs and active lessons – with parents responsible for providing another daily 30 minutes. At Cop Lane, we provide the children with an extra 30 minutes of physical activity through wake and shakes, brain breaks, active play times and lunch times, physical before/after school clubs as well as outdoor learning.

## **School Sports Premium**

Cop Lane has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated

funds. Please see the ‘School Sports Funding and Premium’ document on the school website for further information.

**This policy was adopted by Mrs K. Bell in January 2020.**

**It will be reviewed again in January 2023.**

(NB recommendation – on a three-yearly cycle)

Signed: Mrs K. Bell