

Vernon Primary School



Physical Education Policy



The vision and intent of the PE curriculum at Vernon Primary School is to provide every pupil with:

- The inspiration and nurture to lead a healthy and active lifestyle.
- The opportunity to achieve the aims of the national curriculum through a broad, balanced and progressive curriculum which allows each individual child to experience a sense of achievement and success.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
 - Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- Self-esteem, self-confidence, tolerance, perseverance, empathy, fairness, respect and a positive attitude towards Physical Education which will support their health and fitness.

Introduction

PE is a foundation subject of the National Curriculum and this document describes the policy for its implementation at Vernon Primary School.

- This policy was reviewed and developed by the PE subject leaders in April 2024
- All class teachers are responsible for the implementation of this policy.
- The school policy for Physical Education reflects the consensus of opinion of the teaching staff and has full agreement of the governing body.

For full details of the Physical Education Curriculum Overview and programmes of study, please refer to: [Physical Education](#)

This policy has been written to ensure the provision of opportunities and experiences for children, which contribute to Physical Education development within a challenging learning environment, which is inclusive of all young people.

Philosophy

Everyone at Vernon Primary School is committed to the health and wellbeing of our pupils. Physical Education is an essential part of all children's social, emotional and physical development. It is a area which offers invaluable experiences where children can work together or individually to enhance their body awareness and motor skills. It can also aid in their social and emotional development when the children plan activities, work with others and make judgements about their own and others' performances and actions.

At Vernon Primary School, we also recognise that physical activity has a positive impact on mental health and wellbeing, and we endeavour to instil this high self- esteem in all of our children. Physical Education promotes health and fitness which should be an important element of each child's education.

Through PE, the children of Vernon Primary school will be aware of their own and others' strengths and weaknesses, developing an appreciation of and an empathy for the abilities and differences of others. All children should achieve success, regardless of academic ability, background or gender.

Aims and Objectives

Aims

The aim of the policy is to share high expectations and to ensure high quality teaching is delivered to all pupils.

Our aims, when teaching PE at Vernon Primary School are:

- To be physically active and find enjoyment in physical activity.
- To acquire and develop a variety of physical skills to promote a healthy lifestyle and posture.
- To suggest how one's own performance and that of others can be improved and find a sense of achievement and fulfilment.
- To acquire knowledge and understanding of fitness and health.
- To provide opportunities for our pupils to lead through PE

- To understand the need for safe practice in physical activities for self and equipment.
- To develop spiritual, moral, social and cultural awareness through competitive and cooperative activities.

Objectives

Through the implementation of a broad and balanced PE curriculum, the children will have the opportunity to:

- Plan, perform and evaluate when appropriate across the areas of activities.
- Develop competence in the fundamental movement skills and control in gross and fine motor skills.
- Develop a full range of basic and more complex movements.
- Understand the importance of a warm-up and cool down before and after exercise.
- Understand the effects of exercise on their bodies, circulatory system and mental health.
- Use a variety of resources and equipment in a safe and suitable manner.
- Participate in activities individually, with a partner or in a small group or team.
- Respond to a variety of stimuli in an imaginative manner.

Teaching and Learning

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

At Vernon, ‘The Primary PE Passport’ is followed as a tool for planning, teaching, assessment and CPD. At the beginning of each academic year, the subject leader carefully develops and refines a broad and ambitious long-term plan in line with Primary PE Passport. It is expected that staff deliver a full national curriculum to the children and that they prepare for lessons thoroughly by reading the planning in Primary PE Passport, preparing resources in advance and adapting plans where necessary and for children with specific needs.

All pupils will be taught:

EYFS, Key Stage 1 and 2	Key Stage 2
Fundamental movement skills Gymnastic activities Games related skills including Target Games and Attacking and defending Dance Athletics	Net/wall games Athletics Dance Gymnastics Invasion games Outdoor adventure activities Striking and Fielding Swimming

In EYFS, children’s experience of physical education begins. Opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week. Pupils in both KS1 and KS2 engage in two hours of high-quality PE during the course of each week which includes purposeful play in EYFS.

In KS1, the curriculum builds on the fundamental movement skills of agility, balance and co-ordination taught in EYFS. Curriculum content includes ball skills and team games, gymnastic and dance activities.

At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics, swimming and outdoor and adventurous activities.

The staff use their creativity and pupil enthusiasm to deliver inspiring activities. We recognise that children within our school respond to different learning styles and therefore a range of teaching styles are used when delivering PE lessons.

In KS2, intra school events are important because we strive for all our children to experience competitive sport.

Swimming

It is the school's policy that all children should be able to swim 25m by the time they leave school as well as meet all requirements of the national curriculum for swimming. Therefore, swimming lessons are compulsory for all children. Children learn swimming in Years 3 to 6 with qualified swimming teachers.

Planning

PE planning is based on the National Curriculum, using the objectives for progression in Years One to Six; plans for EYFS are based on the 'Early Learning Goals' with PE taught under the area of 'Physical development'.

To support with the planning, we use PE Passport. Plans are monitored by the Headteacher, Deputy Headteacher Assistant Headteachers, SLT and the subject leader.

- The curriculum map for each year group identifies the PE units to be covered in each term and ensures an appropriate balance and distribution of work.
- Planning within PE Passport provides further details of the units of work for each term including: prior learning, learning objectives, outcomes, cross-curricular links, key learning sequence and vocabulary for each unit. The PE subject leader reviews these plans on a regular basis.
- Teachers may edit and adapt the activities on the lesson plans provided on PE Passport to suit the needs of their class. However the objective and outcome will be the consistent.

Teachers are responsible for annotating their plans to identify successful aspects of lessons as well as any areas or gaps which may inform future planning.

Cross-curricular Links

PE features in Science and Citizenship work when focusing on healthy lifestyles, as well as working alongside PSHE, health and wellbeing in our school, encouraging children to establish and lead healthy lifestyles and to sustain this into the future.

Planning for Inclusion

All pupils regardless of age, gender, ability or cultural background have equal access to the PE Curriculum.

Ways of adapting activities may include:

- Space – bigger or smaller playing area
- Time – more or less time allowed to complete an activity
- Task – different task adapted to suit students needs
- Equipment – different or modified equipment to help all students experience success and access learning
- People – how you group pupils for games or skill practices

Remote Learning

Where remote learning takes place, PE tasks will be set regularly. These may involve a recorded video, live lesson or the provision of resources to complete a task with clear instructions. The children will access this securely using Google Classroom. Any tasks submitted by the children will be marked by a member of staff with a brief comment related to the learning objective.

Monitoring of the Subject

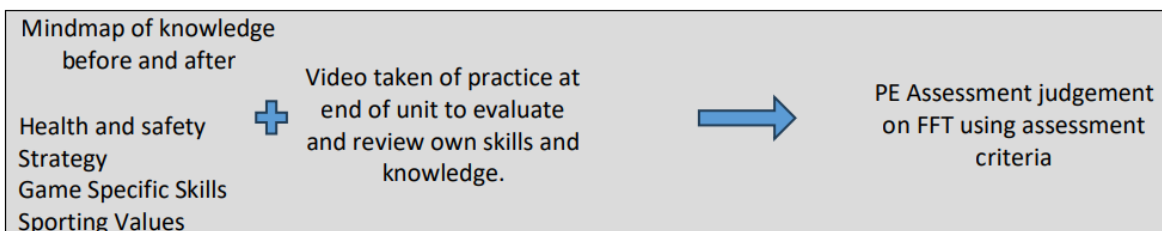
The subject will be monitored by the subject leader and includes:

- Reviews of teachers' planning to assess curriculum coverage, progression, appropriate adaptations, annotations and informal assessments.
- Monitoring of pupil performance by talking to children about their learning and evaluating assessment grids.
- Observation of teaching and learning during PE lessons.
- Moderation of any recorded work and competitions.
- Staff meetings and INSET to discuss consistency across the school, standards and expectations and where appropriate to update/maintain staff knowledge.
- Involvement of governors in the development of the subject.

Teachers are given the opportunity to attend any relevant CPD. The PE subject lead will attend School's Sports Partnership meetings with local schools to discuss training needs of staff and opportunities for skills development. Access is also available through the Macclesfield Schools Sports Partnership to ongoing CPD. With the provision of specialist sports coaching available within the school, teachers should be given the opportunity to observe this coaching in practise, to improve their own skills and confidence with teaching the subject. Teachers are encouraged to complete 'heat maps' regularly to display the opportunities for children to become more active throughout the school day. Subject leaders provide ideas and resources to teachers to help them achieve the goal of 30 minutes of activity per day outside of timetabled PE lessons.

Assessment, Recording and Reporting

As stated in the assessment policy, below is the assessment structure for PE:



Assessment outcomes focus on the child's holistic development in PE and not merely on performance. There are three strands: performance, social development and competition.

Throughout the lessons, assessment is also carried out informally by the teacher in the course of their teaching. Suitable tasks for assessment include:

- Observation of individual/group activities, photographs and videos taken and evidenced on the 'staff shared drive' on Google Drive.
- Photos/videos of individual/group activities can be evidenced in study books through the use of QR codes and written descriptions and evaluation of tasks.
- Discussion and evaluation of own and others' performances

Feedback to pupils about their progress in PE is achieved through discussion and constructive analysis of performance. Feedback aims to help children learn, not to find fault. It is to encourage them by positive and constructive comment. This ethos is to be reflected in the peer-evaluation process.

Reporting to parents is done annually through a written report and parents' evening where appropriate. Reporting in PE will focus on the following strands for each child:

- Acquiring and developing skills
- Selecting and applying skills
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

Extra-Curricular

Extra-curricular activities are offered to all children. The aim of our clubs is to; increase levels of physical activity; increase children's confidence and ability; encourage children's love of sport and encourage a healthy lifestyle they can sustain into the future.

Our extra-curricular programme complements and supplements the range of activities covered in curriculum time. We participate in a range of inter-school fixtures, tournaments and festivals within the Macclesfield School Games Partnership. At the beginning of each term, we publish a documented timetable of clubs. The extra-curricular content aims to be varied and ambitious.

Links with Other Agencies

At Vernon Primary School, links with outside agencies (e.g. local feeder school, Sports Development Officers, local sports clubs and organisations) are encouraged. The school is a member of the Macclesfield School Sports Partnership (MSSP) and has links within the PDA cluster including Poynton High School. The school also has links with the SSPSSA (Stockport Schools Partnership). The children are able to attend many local PE festivals throughout the year, celebrating their skills in a range of activities. The school also has a links with local coaching/sports providers 8by8 football, Poynton Lacrosse, Poynton Leisure Centre and Poynton Sports Club.

Health and Safety and Safe Practice

Health and Safety awareness is an integral part of children's learning in P.E. From Reception, they are informed of how to work safely with various pieces of equipment. All staff work to accepted codes of practice in PE (Safe Practice in PESSPA).

- Hall equipment is subject to annual health and safety checks.

- Teachers always check the safety of the equipment and playing area prior to activities commencing.
- The site manager will inspect the outdoor area each morning for hazards.
- The teacher delivering an indoor session is responsible for ensuring apparatus is correctly erected and safe. Children should not move equipment without supervision.
- The teacher should ensure that there are no hazards in the hall during PE.
- Children must not be responsible for the PE equipment cupboard and must not enter the cupboard unsupervised
- Long hair must be tied back and sharp headbands removed.
- All jewellery and watches must be removed for PE, including earrings. Where earrings cannot be removed, it is unacceptable to cover the ear with tape.
- Where kit is forgotten, the class teacher will endeavour to obtain spare, suitable kit. Children not participating in the lesson will be given a task e.g. coaching, umpiring or a task to complete based on the lesson delivered and / or used to collate multimedia evidence.

Equipment and Resources

- It is the responsibility of all members of staff to keep the PE cupboard tidy, putting back equipment where the labels are.
- Equipment must be put back into the cupboard at the first available opportunity.
- Gymnastics equipment must be returned to the areas indicated in the hall.
- The subject leader will audit PE resources each summer term.
- Teachers should notify the PE subject leader of any equipment or resources needed to teach PE that are not already available.

Policy written by: Miss Zoe Wildig– PE Subject Leader

Policy date – April 2024

Review Date – April 2027

Ratified by Governors – April 2024