



**“We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success”**

## Horsted School



### P.E. Policy

Horsted school is a vibrant, safe and welcoming school where we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare pupils for a happy and healthy life beyond primary school.

The shared vision of the Bluebell Federation is:

“We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success.”

Our school value, which underpin our curriculum, is that our children will leave us with a genuine enthusiasm for learning and as

1. **Striving** (they will be determined, persevere and they will be resilient);
2. **Thoughtful** (They will be creative, logical and curious about their world and those around them);
3. **Ambitious** (personally, emotionally and academically);
4. **Resilient** (be motivated, be able to problem-solve and stay positive); and
5. **Supportive** (of themselves, others and their wider community) individuals.

#### Aim and purpose

We aim to achieve this through our curriculum’s rich web and in partnership with parents. The curriculum at Horsted is designed to provide an enjoyable, broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Horsted is an inclusive school. We strive to ensure that all children will be able to access the curriculum or make necessary modifications to it in order to achieve this.

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## PHYSICAL EDUCATION POLICY

A high-quality physical education curriculum created ambitious pupils who want 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. (National Curriculum 2014, p198)

At Horsted School we are committed to delivering a broad and balanced Physical Education curriculum enabling positive participation in physical activity.

We aim to ensure that all pupils:

- develop confidence and competence to excel in a broad range of physical activities.
- engage in competitive sports and activities.
- lead healthy, active lives through sustained periods of physical activity and the development of knowledge of health and wellbeing.
- strive for excellence and celebrate achievements.
- understand and demonstrate fair play and respect.
- have quality opportunities outside of school time.

Through PE and sport, our children are able to become STARS through the development of a range of invaluable life skills including discipline, resilience, communication, teamwork, and ambition.

### STARS

- **Striving** – Children are encouraged to always try their hardest and to apply their learning to their most recent physical activity.
- **Thoughtful** - Children will build on previous learning and thoughtfully learn from mistakes. They will learn how to make tactical decisions that may affect a game in a positive manner.
- **Ambitious** - Children aim to achieve. They are encouraged to make aspirational progress – gaining more skill and physical abilities. They aim to represent the school and outside clubs in a range of sporting events.
- **Resilient** - Children will be encouraged to learn from mistakes that they make, realising that they are part of the learning process and nothing to feel ashamed by. They will take part in matches and experience winning and losing as singular or team events.
- **Supportive** - Children will work in groups when learning P.E. They will learn to work well with one another in single or team events / games. This will enable them to become supportive of their peers.

## **Aims and purposes**

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Physical development in the Foundation stage is about improving skills of co-ordination, control, manipulation and movement.

Physical development helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development helps children develop a positive sense of well-being. (National Curriculum 2014 , p198)

## **Subject Content**

Before embarking on Key stage 1 work, children will have had the opportunity to move and play, alone and with others, in both indoor and outdoor environments. They will have experienced the curriculum through a range of planned, structured play situations. Children will have had opportunities to find out and learn about their world and to develop a range of skills that promote their own physical development.

### **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 should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasing challenging situations.

Pupils will be taught to:

- Master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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 will be taught to continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success.

Pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.

- Play competitive games, modified where appropriate, such as: badminton, basketball, cricket, football, hockey, netball and tennis.

- Apply basic principles for attacking and defending.

- Develop flexibility, strength, technique, control, agility 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.

Develop a positive attitude towards PE.

Cope with success and failure.

Understand how to be safe during physical activity and exercise.

Learn about commitment, fairness, personal responsibility, enthusiasm and perseverance.

## **Organisation**

Class teachers will normally teach Physical Education to their own, mixed ability class. Children are given the opportunity to work as a class, as part of a group or as an individual. The choice of class organisation will be determined by the learning task or activity, the nature of the topic being studied and the resources being used.

Teachers use a variety of teaching methods during P.E., depending on the activity. Teaching Assistants may be used in P.E. sessions to assist children if the class teacher believes it to be in the best interests of the pupils' learning. External P.E. specialists may also be present in some PE lessons to support teachers with their own professional development in teaching particular sports. P.E. is taught by individual class teachers with some specialist teaching for certain subject areas such as swimming, and for most extracurricular clubs.

Our aim is to provide at least two hours of high-quality P.E. teaching a week.

In Year 4, the children participate in swimming lessons for 3 terms which is run at Oaklands School and is taught by specialist teachers. In Year 6, the children attend a residential trip which focuses on Outdoor Education.

## **Planning, Inclusion and Evaluation**

Teachers use short term plans which reference the National curriculum targets produced by Greenacre Schools which the PE coordinator evaluates the effectiveness of. We also use the 'Lindsay Broomfield Primary Gymnastic Scheme of work 2007' plans to teach gymnastics throughout the school. At Horsted, we ensure PE lessons are well adapted for all abilities and all pupils are challenged to achieve their very best. Lessons are there to build on what the pupils already know, understand and can do. The teacher then identifies what pupils need to do next in order to improve and uses the curriculum documents in place to further learning.

The PE coordinator will be available to help support teachers in adapting or producing plans for special sporting activities or topics.

## **Assessment, recording and reporting**

Each child's performance in P.E. will be assessed by the teacher using ongoing formative assessment. Formative assessment is ongoing assessment used to monitor student learning in order to provide feedback that can be used to improve teaching and learning outcomes. Teachers assess the children termly, using summative assessments on Arbor. Summative assessments indicate if the teacher thinks the child is working towards the expected level, at the expected level or at greater depth. These will be evaluated against the learning outcomes specified on the plans.

We check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support, i.e. moving children on from their starting points, providing different starting points and addressing

misconceptions at the point of need. We provide children with incisive verbal feedback, about what they can do to improve their knowledge, understanding and skills.

### **Extra-Curricular Sport**

An annual Sports Day for all phases, Year 6 residential and a rigorous calendar of fixtures and tournaments throughout the year are all indicative of our commitment to providing a broad and inclusive programme of physical education.

Sports Day is held once a year and enables the children to develop their enjoyment and understanding of competition and sportsmanship. Competitions are split into Reception, KS1 and KS2, all of which contain a variety of athletic based events.

Children are offered a detailed and varied programme of fixtures through Greenacre Sports Partnership. These matches develop children's understanding of specific sports at a competitive level and allow them to apply skills learnt in PE lessons. Furthermore, they are encouraged to learn how to be a respectful participant including fair play, communication and celebration of achievements by both teams and a positive attitude. Participation is optional and a variety of children are chosen to ensure opportunity for all.

In Year 6, pupils are offered the opportunity to take part in 'Bikeability' which teaches children how to ride their bikes on our roads in a safe manner. It is underpinned by the National Standard for Cycle training.

Finally, in Year 6, children participate in a residential which enables them to develop their confidence, teamwork and communication skills and apply their sporting skills in a challenging and supportive outdoor environment. It is also a fantastic opportunity for children to experience a broader variety of sports than those which can consistently be offered within school including sports such as: climbing, abseiling, archery, canoeing and kayaking to name a few.

### **The Role of the Subject Leader:**

- To advise colleagues, where necessary, on the development of planning and delivering the curriculum.
- To keep up to date with developments in Physical Education, passing this on to other members of staff.
- To monitor and evaluate progress and outcomes in Physical Education, supported by the progression document for PE and liaise with senior leadership on any action necessary.
- To liaise with appropriate bodies e.g. other primary and secondary schools, governors, the LEA etc. concerning matters relating to P.E.
- To monitor learning in Physical Education by working alongside colleagues and by viewing children's achievements.

### **Resources**

Location and storage of Physical Education resources may be found at the back of both halls and in the outdoor P.E. shed which is situated on the top KS2 playground. The key to the outdoor store can be found in on the hook just inside the KS2 staffroom. The PE coordinator completes equipment audits and orders the necessary equipment when required.

### **Health and safety**

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- about hazards, risks and risk control.
- to recognise hazards, assess consequent risks and take steps
- to control the risks to themselves and others.
- to use the information to assess the immediate and cumulative risks.
- to manage the environment to ensure the health and safety of themselves and others. - reference made to Safe Practice in Physical Education and School Sport (Association for Physical Education 2012) when and where appropriate.
- to explain the steps they take to control risks.

Teachers will include in their medium/short term planning, a risk assessment outlining tools and materials which could pose a possible risk to pupils/staff using them.

Details of appropriate kit can be found in the school's prospectus. Children should have suitable footwear for P.E. Jewellery is required to be removed and long hair tied back. Teachers are expected to set a good example and change clothing and footwear when teaching PE. The school's health and safety policy has been read and is followed by all staff at all times.