



THE WHITE ROSE FEDERATION

PE POLICY

Document Status	
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Date of adoption by the Governing Body	Date of next review
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Spring 2024	Spring 2027
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Responsible officer		
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J. Marwood		
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Signed:			
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Headteacher	S. MacDonald	Chair of Governors	A. Edwards & A. Burr
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Links to Other Policies	
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Teaching and Learning Policy	
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PE Policy

In the White Rose Federation, we want our pupils to choose to seek active, healthy lifestyles. Our PE curriculum strives to ensure that pupils develop a broad range of skills and experience a range of activities that help them to develop their health, fitness, wellbeing, and personal skills. Our progression framework ensures that pupils experience a variety of individual and team sports, building upon and developing their skills as they move from the Early Years through to Year 6.

Our aim is that our high-quality physical education curriculum inspires all pupils to pursue active, sporting, healthy lifestyles. We aim for all pupils to experience the enjoyment, benefits and successes that come from participating in a range of individual and team sporting activities. We also provide opportunities for our pupils to compete in sport and other activities in a competitive environment, to build character and help to embed values, such as perseverance, resilience, fairness, and respect.

Our teaching is based on the programmes of study contained in the National Curriculum Document and emphasis will be placed on the process of planning, performing, and evaluating within an active environment.

Physical Education in the National Curriculum

The Government believes that two hours of physical activity a week through both Curriculum time and extra-curricular activity should be an aspiration for all schools. Competitive games are compulsory, although it is for schools to choose how to organise the curriculum to include the programmes of study.

PE offers opportunities for children to:

- Become skilful and intelligent performers
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as team members
- Understand what it takes to persevere, succeed and acknowledge others' success
- Respond to a variety of challenges in a range of physical contexts and environments
- Take the initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities

- Make informed decisions about the importance of exercise in their lives
- Develop positive attitudes to participation in physical activity.
- Become reflective learners, who identify areas and strategies for improvement.

Curriculum Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing agility, balance, control and co-ordination
- To develop an increasing ability to select, link and apply skills, tactics to a number of sports
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising
- To develop the ability to work as a team or individual player, taking the lead and learning to work collaboratively with others or on their own
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being

Curriculum Planning and Organisation

- Each class is timetabled so that they have PE at least two hours per week.
- The playground areas and field are used to facilitate activities such as outdoor activities and games.
- Teaching staff deliver high quality PE activities/lessons for 1.5-2 hours per week.
- Swimming lessons are provided by qualified teachers from Selby Leisure Centre.
- Curriculum enhancement is provided through athlete visits and coaches from local sport clubs providing additional opportunities for extending the PE curriculum.
- Outdoor adventurous activities are provided through residential visits to Robin Wood.
- After school sessions run weekly for all children.
- Through our small school cluster sports partnership, the children are all given regular opportunities to participate in competitive sporting activities, taster festivals. School staff accompany the teams to these events.

Furthermore, local colleges and high schools provide opportunities for children to access a wider range of sporting activities utilising their campus facilities.

Early Years Foundation Stage

Physical development within the EYFS framework is one of three prime areas for learning. The two related early learning goals are:

- **Moving and handling:** Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- **Health and self-care:** Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children in the EYFS access time and space to enjoy energetic play daily, using the equipment in our outdoor areas. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. The above skills and acquired knowledge are then be built on when children enter Key Stage 1.

Key Stage 1 & 2

PE schemes of work, from Complete PE, have been adapted to meet the needs of each individual class and are supplemented with ideas and activities from other sources. The schemes are in accordance with the current National Curriculum guidelines.

Key stage 1

Children 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.

Children are 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.

Key stage 2:

Children 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.

Children are 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.

Lessons are blocked in units of work to promote greater depth of understanding, developing skills, application of these skills and the ability to reflect.

Currently swimming lessons take place every other year for Years 3 to 6. If there is space within the maximum pupil numbers, we will also take Year 2 pupils. Transport time to the local pool is included as part of the PE time allocation.

Contribution of PE to teaching in other curriculum areas

English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills.

PSHE

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

Values

Through sport children are taught the values of respect, trust, honesty, friendliness, teamwork, self-belief, fair play and perseverance.

Healthy Eating

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

Inclusion

- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.

Assessment & Recording

- Assessment is carried out by teachers in the course of the normal class activity.
- This is done mainly through observations, through discussion with children and by evaluating end performances and pieces.
- A photographic/video record is sometimes used to document some of their work.
- Physical development levels and progress are recorded by the EYFS teachers for each child.
- Levels of attainment are recorded on Complete PE and on O-track for KS1 and KS2 pupils.
- Physical Education and physical development are included as part of the end of year reports to parents.

Health & Safety

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and key operational 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.
- 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 sticks above the waist, not jumping or running in front of others).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings. All jewellery to be removed.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. Earrings to be taken out.
- Pupils wear suitable footwear when travelling to and from the hall (relevant at Chapel Haddlesey only).
- If a child has no trainers/pumps for outdoor PE, they are to use their school shoes if they are suitable for the activity.

Resources

- There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.
- Large equipment and mats and some indoor PE resources are stored in the hall (relevant at Chapel Haddlesey only).
- Outdoor equipment is stored in the outdoor store or playtime storage units.