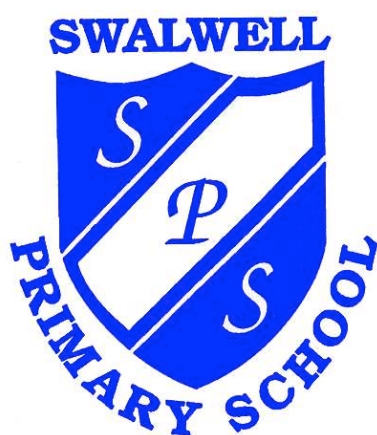


PE Policy



Named personnel with designated responsibility:

Academic year	Head teacher	Assistant Heads	School Business Manager	Chair of Governors
2021/2022	Mrs R Hocking	Mrs S Leaver & Mrs K McCall	Mrs R Taylor	Mrs L Gray

Policy review dates:

Review Date	Changes made	By whom	Date Shared

Curriculum Aims

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 Swalwell Primary School, we are committed to providing all children with learning opportunities to engage in Physical Education. Physical Education (PE) is an integral part of our curriculum that is inclusive and engages all pupils. Children develop the knowledge, skills and competence to excel in a broad range of sports and physical activities, as well as understanding the importance of a healthy lifestyle both physically and mentally. Through our PE curriculum we also teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

Implementation

All children participate in a minimum of 2 hours a week of high quality PE, utilising the vast outdoor space or school hall. Our PE curriculum incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We use the 'Power of PE' scheme as a starting point for lessons before following children's interests and needs. Children are taught two different physical activities or sports each half term, with these being revisited over the years to develop skills. We provide opportunities for all children to engage in extra-curricular activities before, during and after school, delivered by our teachers as well as professional coaches. We work closely with the Gateshead School Sports Partnership to participate in a range of inter and intra school competitions. Children in Year 5 have a year of swimming tuition where we aim for all children to be water confident and be able to swim at least 25 meters. Each year a small group of Year 5 and 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and any other Sporting activities. This is an inclusive approach which endeavours to encourage not only physical development but also well-being.

Impact

Teachers assess children's competence in an area on the first and last lesson of a unit using a core task. Through our lessons children's skills and understanding progress, and they also learn to take responsibility for their own health and fitness. Many of our children enjoy the success of competitive sports out of school and these are shared and celebrated as a school in our assemblies. We hope that by equipping our children with the necessary skills and a love for physical activity, they will grow up to live happy and healthy lives.

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 show good control and co-ordination 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.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outdoor area. In addition to this, in Reception, they also have a weekly PE lesson.

Key Stage 1

The National Curriculum states that, ‘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.’

To achieve this, we ensure that through the four PE disciplines (games, dance, gymnastics and athletics), pupils 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

The National Curriculum states that, ‘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.’

To achieve this, we ensure that through the six PE disciplines (games, dance, gymnastics, athletics, OAA and swimming), pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- 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.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations

Cross-curricular links

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

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

Links between PE and Computing include: 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.

Links between PE and Geography include: orienteering and map work.

Links between PE and PSHE include: following rules, living healthily, co-operating with others and understanding fairness and equality. In PE lessons, children are also taught the values of respect, trust, honesty, friendliness and perseverance. Lessons offer many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

At Swalwell Primary School, we recognise that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, at lunch times, lessons and through cookery sessions with all age groups.

Inclusion

All PE lessons at Swalwell Primary School are inclusive of every child. The long term plan is mapped out to include PE topics which are accessible for everyone. For example, each year group covers an 'Invictus' topic. This topic allows children to have the opportunity to take part in physically adapted activities. These activities include sitting down volleyball, boccia and blindfolded boules. This opportunity gives our physically disabled children the chance to lead, demonstrate and thrive in lessons they can access just as much as the rest of their class. It also encourages all of our children to become aware of the variety of sporting events and competitions for people living with disabilities and additional needs. We spend time prior to lessons watching clips from events like The Invictus Games and The Paralympic Games to give children the opportunity to experience the events. When planning individual lessons, staff use the STEP approach to ensuring that all lessons are accessible. We adapt the space by increasing or decreasing the area in which the activity is taking place. We modify the task ensure the demands of the task are appropriate for each individual child. We may also adapt the equipment that is used and we used part of our Sport's Premium money to purchase equipment that allows all children in our school to access every lesson. For example, we have purchased basketball nets which are much lower to the ground so our children with mobility needs have the same chance to score a point for their team as anyone else in their class. We have also invested in sound balls for our children with a visual impairment. Finally, we adapt the people involved in lessons and activities to support any SEN children. We carry out partner, individual, small group and whole class activities.

Assessment & Recording

At the beginning of each new unit, children complete a 'core task' that assesses their ability in three/four new skills. Teachers assess children individually as ARE, GDS or WTS. This allows staff a clear understanding of the needs of their class and gives the opportunity to appropriately adapt the scheme of work and planning based on the needs of children. The 'core task' is then repeated at the end of the topic to show how much progress children have made. This data also gives the subject leader a clear understanding of the percentages of children working at ARE.

To record and document PE lessons, staff upload photographs and videos to our online OneDrive, which helps to support staff in their assessment. Children also take part in end of term quizzes, which help assess their understanding of the rules, history and athletes within the sport.

Health & Safety

- All staff have due regard for the current Association for Physical Education (AfPE) PE guidance when preparing and delivering PE lessons:
- 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
- Regular checks are made on all equipment.
- 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, etc).
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back.
- Pupils wear suitable footwear when travelling to and from the hall.

Resources

PE lessons are carried out in our school hall, the playground or the school field. Weather permitting, staff will conduct lessons in the most appropriate and suitable environment for each sport. Staff use a variety of resources to enable pupils to achieve objectives and take part in lessons. The use of resources is a key way to differentiate lessons for the needs of individual children. For indoor lessons, mats and large gymnastics equipment are stored in our school hall. Children are taught from Key Stage 1 how these resources should be handled correctly. For outdoor lessons, equipment is stored in our PE cupboard which is easily accessible to staff. All equipment and resources are closely monitored by staff to ensure they are safe to use and will be removed from the PE cupboard if they are broken.

Extra Curricula Sporting Events

At Swalwell Primary School, we are a part of the Gateshead School Sports Partnership (GSSP) and the Whickham School cluster. The GSSP co-ordinates activities and facilitates collaboration amongst Gateshead schools, their clusters and key partners. We are actively involved with the SSP to build an active and healthy future for all of our children through the provision of high quality PE, school sport and physical activity. We regularly attend many festivals, competitions and events planned by the SSP which give children the opportunity to build and gain confidence when performing in front of an audience as well as taking part in competitive school sport.

All children have the opportunity to attend after school sports clubs and these clubs are ran by coaching staff employed the GSSP. Clubs are changed each term to give children the opportunity to take part in a variety of sports and activities.

School Sports Premium

We have 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. Our 2020-2021 completed Sports Premium Action Plan is available to view on our school website.

<https://www.swalwellprimary.org/sports-premium/>

Monitoring & Review

The subject leader has planned and the medium term plans, CPD and after school clubs to ensure there is continuity and progression across each year group. The quality of teaching and learning is regularly monitored by the subject leader, alongside members of the senior leadership team, through learning walks, core task card analysis and information provided by staff on the OneDrive. When needed, relevant CPD is arranged with staff in school or sport coaches to enhance children's learning and to direct teachers to examples of good practice.