



GREENLEAS PRIMARY SCHOOL

PHYSICAL EDUCATION POLICY

OVERVIEW

At Greenleas Primary School we believe in teaching our children about the importance of leading healthy and active lifestyles. We are committed to ensuring that our children have the opportunity to participate regularly in a wide range of sports and activities with the aim of becoming more physically confident and competent.

Children typically have at least 1-hour PE lessons and we also create opportunities throughout the school day to encourage movement as well as to aid children's mental health and well-being. Children at Greenleas can also attend extra-curricular clubs, competitive events and inter school competitions. We hope that through all the sporting opportunities and physical activities we offer that our children will potentially develop a love and passion for leading an active lifestyle that will continue into their later lives.

NATIONAL 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

Physical education develops children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games (including tennis, football, hockey), gymnastics, swimming, athletics and outdoor adventure activities. Through the Wirral PE scheme of work and teacher's planning, lessons provide the opportunity for progression which is clearly identified on progression maps.

It is our intention to develop a life-long love of physical activity and sport in all young people where children can develop essential skills such as leadership and teamwork. Physical education also promotes an understanding in children of their bodies in action. This will involve thinking, selecting and applying skills and promoting positive attitudes towards a healthy lifestyle.

The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations.
- to develop the way in which children perform skills and apply rules and conventions for different activities.
- to teach children to recognise and describe how their bodies feel during exercise.
- to develop the children's enjoyment of physical activity through creativity and imagination.
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- to develop communication and speaking and listening skills.
- to provide children with a skillset which can be used and developed throughout their lives.

IMPLEMENTATION

Children at Greenleas are taught various skills across 3 main themes. In Key Stage 1, we teach dance, games and gymnastics, with an emphasis on fundamental skills. In Key Stage 2 we teach dance, games, gymnastics and athletics plus outdoor adventurous activities (currently covered during residential trips, years 4 & 6).

Planning is based on the Wirral PE scheme of work; these detailed plans ensure teachers are equipped with the subject knowledge required to deliver high-quality learning opportunities. Teachers supplement and adapt planning to link with topics where appropriate. Lessons are planned alongside subject specific progression maps to ensure children are given the opportunity to practise existing skills and build on these or develop new, more advanced skills. This helps build depth in children's knowledge, skills and understanding in PE.

Swimming

All children in Years 4 and 5 will take part in school swimming lessons. The National Curriculum states that all children should be able to swim 25m by the end of KS2. All children must follow the local authority's guidelines regarding swimwear. Girls should wear a one-piece costume and boys swimming trunks.

The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. 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. 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.

Adaptive Teaching

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and celebrating their individual achievements. We reach this through a range of strategies:

- setting tasks of increasing difficulty, where not all children complete all tasks and allowing children to set their own challenges to achieve a personal best, e.g. the high jump;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of support and challenge through the provision of different resources, e.g. different equipment such as smaller or larger balls.

Higher ability children should be given the opportunity to coach an activity in which their strengths lie. They should be encouraged to take a leadership role in their team to help with decision making, organisation, planning tactics and evaluating strengths. They should also conduct warm-ups and cool-downs.

Extra-curricular activities

Greenleas have formed a good relationship with the LFC Foundation who take weekly sessions with KS1 and KS2 classes to further develop their skills in tennis, basketball and athletics. This has led to our involvement in school tournaments such as the 'Game On Wirral Basketball Tournament' which enthuse the pupils and fosters a sense of team spirit and co-operation amongst our children.

In the 2022/23 academic year we have created two new after-school clubs for Football in KS2 which has provided further opportunities to allow the children to put into practice the skills they have been developing in PE lessons as well as their extra-curricular training sessions. The Year 6 team is part of the Houlihan cup, and are proud to have been invited to attend a local Everton FC Foundation tournament.

Mental Health and Well-being

At Greenleas we work hard to promote mental health and well-being, and incorporating movement throughout our school day is just one way we achieve this. Teachers create regular opportunities for 'brain breaks' which may involve a short burst of activity such as running our golden mile, using 'cosmic yoga' and other such activities to give the children time to process their learning, get some fresh air and reset. We know through Pupil Voice and our own judgements that this also supports children's concentration.

Our playground has a trim trail and golden mile; the children are encouraged to use both for developing fitness and skills, but also for enjoyment! The children use the golden mile regularly for brain breaks as well as being regularly encouraged to run for fitness purposes and they like taking part in this.

Teachers also ensure that all children participate in PE lessons and if an event clashes with a PE slot, the PE lesson is moved to a different time to ensure the children don't miss out on this vital physical activity.

Cross curricular PE

PE can be linked to other areas of the curriculum that contribute in making learning memorable. Below are some examples:

English:

- Communication with others on what they have done and how to improve.
- Speaking and listening as children listen and follow instructions and give feedback to their peers.
- Learning of key vocabulary.

Maths:

- Counting and using the four rules when scoring games.
- Recording time using stopwatches.
- Measuring distances when throwing and jumping.

Science:

- Describing the effect of exercise on the body.
- Developing an understanding of momentum and how this helps to build force and enable rolls.
- Learning the names of muscles in body tension exercises.

Geography:

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

Music:

- Learning to use the rhythm of a piece of music whilst dancing.

PSHE and citizenship:

- Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.
- Children learn how to play games fairly and follow the rules.
- Through friendly competition and team work, PE teaches respect, trust, mutual respect and tolerance.

Spiritual, moral, social and cultural development (SMSC)

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Their work in general enables them to develop a respect for other children's levels of ability and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and of each other. Through linking PE with topics children can learn about the world around them and develop a respect and appreciation for other cultures, for example learning dances from a range of cultures.

IMPACT

Each unit of PE is mapped against the progression documents and EYFS framework to ensure that learners develop detailed knowledge and skills across the PE curriculum. Units can be themed to link to other cross-curricular teaching which help to make the learning memorable and creating a higher level of understanding.

Monitoring and assessment

Teachers assess children's abilities in PE using formative assessment, EYFS framework and progression grids. These are used to evaluate individual needs and to help with future planning. Assessment by the teacher will involve observations and discussions with the children. At the end of each term, teachers assess and record attainment for PE using the foundation assessment grids.

The subject leader is responsible for monitoring the standards of children's skills and the quality of teaching in line with the school's monitoring cycle.

Physical education may be monitored and evaluated through:

- Lesson observations
- Examples of teachers planning
- Feedback from staff
- Feedback from pupils
- Pupil voice
- Annual subject review

The subject leader is also responsible for supporting colleagues in the teaching of PE to inform them of the latest developments in teaching PE.

HEALTH AND SAFETY

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.
- 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 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 overturned bench etc.).

Resources

There are a wide range of resources to support the teaching of PE across the school. They are stored safely and securely in the PE cupboard and outdoor PE shed. Children can help to set up and put away this equipment as part of their work. If any resources are missing or found to be damaged, the P.E. co-ordinator should be informed as soon as possible so that such items can be repaired or replaced.

PE Kits

Since the pandemic, children are now required to come to school in sports wear on their PE day. There is no longer a specific PE kit, however we ask that the children wear suitable clothing and, if possible, black leggings/joggers, white t-shirts and green jumper. They are advised that football kits and crop tops are not suitable. This came into practise when we were reducing both what the children were bringing to school and what was being held in school, as it avoided the children needing to bring and keep a PE kit in the building. This has continued, but has also supported the timings of PE lessons as no time is now needed for changing in and out of PE kits. In Foundation Stage, many opportunities for dressing up in role play has been provided and encouraged, to continue to develop children's skills in dressing themselves.

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.

Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons. Children not participating should remain with their class and should carry out different tasks such as taking videos/photographs, giving feedback to groups, coaching, making a note of key vocabulary and teaching points.

Accidents

For minor injuries (bruises and bumps), children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes, a qualified first aider should accompany the child to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send a TA or two responsible children to inform the school office.

Revised and adopted by the Governing Body July 2022. Updated Feb 2023