



PE Policy

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Curriculum Intent Statement:

'A Family Committed to Making a Difference'

At Friezland Primary School we aim to develop well-rounded, resilient individuals who demonstrate mutual respect and tolerance and who have a positive impact on their community and the wider world. Our Curriculum is designed with this in mind. We aim to encourage a life-long love of learning and develop skills for life through the delivery of exciting, challenging and stimulating experiences within and beyond the classroom.

The Physical Education curriculum is carefully sequenced from Yr R- Y6 on a 2-year cycle to ensure that knowledge and skills build upon what has been taught previously. Teaching is characterised by high expectations, strong subject knowledge and appropriate challenge in lessons based on an in-depth understanding of our children through ongoing assessment. Feedback is effective and focuses on children improving previous efforts. Children respond positively, are motivated to succeed, sustain their attention for extended periods in lessons and engage purposefully.

Aim of the PE Curriculum

Friezland Primary School believes that P.E is essential to the development of the whole child- academically, socially, emotionally, spiritually and physically.

A high-quality physical education curriculum inspires all pupils 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.

(Physical Education Programmes of Study, National Curriculum in England, 2014)

The national curriculum for physical education aims to ensure that all pupils:

- *develop competence of skills 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.*

The School

Staffing, Roles and Responsibilities

There are four classes within the school. They are grouped as follows:

- One class of Reception
- One class of mixed Year 1 and 2
- One class of mixed Year 3 and 4
- One class of mixed Year 5 and 6

The teaching staff comprises of the Head Teacher, three full-time teachers, and two-part time teachers. There are also LSAs who work alongside the teachers.

All teachers take their classes for Physical Education. Sports Premium Funding is mainly used for specialist PE teachers and coaches to develop staff CPD, confidence and competence in teaching outstanding PE lessons.

The PE Coordinator is responsible for:

- Completing, monitoring and evaluating the P.E policy.
- Organisation, care and ordering of P.E equipment.
- Making decisions about INSET provision and extra-curricular activities.
- Planning a P.E programme and revision of scheme of work as appropriate.
- Ensuring an annual action plan is set up and monitored and evaluated as appropriate.
- Monitoring the use and impact of Sport Premium funding

Resources and Provision

- The areas available for P.E are the hall, yard and field and an all-weather MUGA court.
- We have a range of gymnastic equipment available which includes fixed apparatus, moveable apparatus, benches and mats.
- We have CD players, percussion instruments and CDs for dance.
- We have a wide range of small games and multi-sports equipment. Full sports equipment is also available.
- We have the use of Saddleworth Pool and Leisure Centre for one hour each week (Autumn 1 and 2 and Spring 1 Terms) for Class 3 to visit.
- Links with the Dovestone Learning Partnership, Saddleworth sports clubs, Saddleworth Secondary School, Primary Stars and Oldham Sports Development, allow children to participate in festivals, events and competitions with other local schools, gaining the benefit of the facilities and coaches.

Progression of skills

Over the course of the school year, children in Key Stage 1 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 are taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate 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.

- Children in Years 3 and 4 are taught: To 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.

Across the course of a school year, a wide range of extra-curriculum activities occur to allow pupils to further participate in sport.

Lost Learning Time (LLT)

The participation in PE, games and swimming is essential and lost learning within this area can result in pupils making up any lost time, during break or lunch times, as they would with any other subject.

- If a child is asked not to participate in a session (or part of a session) because of their unsafe behaviour, they will be required to make up the lost learning time during break / lunch times.
- If a child is unable to participate due to health reasons, a signed note from home must be brought into school and given to the class teacher. This ensures that non-participation is authorised. A record of participation in PE and swimming lessons is kept by class teachers. If a note is not possible then it is requested that a conversation with the class teacher (either in person or by phone) takes place prior to the lesson. Where possible, pupils will engage in a 'safe' activity alongside peers i.e. referee a game, keep scores / times, organise equipment, assist in AfL etc.
- If a pupil is unable to participate in PE because they have no kit, children will use spare kit.
- In order to maximise participation in physical activities, pupils should keep an indoor and outdoor PE kit in school at all times. Whilst class teachers aim to keep parents informed of when weekly PE sessions are, they sometimes have to be changed due to bad weather or timetable issues.

Health and Safety

- Children must wear suitable clothing for P.E – well-fitting shorts/t-shirt/tracksuit/leotard. Friezland kit displaying the school logo is preferable; however, a plain white t-shirt and navy shorts/tracksuit are also acceptable. This gives children a sense of identity, particularly when participating in sport at other schools or venues. Children should wear pumps or indoor trainers for indoor activities. A separate pair of trainers should be worn for outdoor PE (See appendix 1) All kit should be clearly labelled with the child's name. When apparatus is in use, children should have bare feet to enable them to grip the equipment and to support balance. It should be noted that during apparatus lessons mats are used to show/guide children where to mount and dismount the apparatus.
- Watches and earrings must be removed before any PE lesson. If ears are newly pierced (within six weeks), then they should be covered with plasters.
- Long hair should be tied or clipped back.
- Having a verruca is not a reason to miss a PE lesson. Pupils should wear a rubber sock or have the verruca covered with a suitable medical gel (i.e. Bazuka Gel) for gymnastics or swimming lessons.

- Children must work in a safe and suitable environment. This means:
 - (a) The removal of unnecessary furniture from the working space.
 - (b) A clean, splinter-free floor so that bare foot work can safely take place.
 - (c) A safe, outdoor surface for playing of games.
 - (d) Floor markings for games are sufficiently far away from fences and walls to prevent accidents.
- Suitable and safe organisation of apparatus will mean:
 - (a) Easily accessible gymnastic apparatus (spread around the hall to allow for its safe and efficient handling) and not blocking the fire exit doors.
 - (b) Following the whole-school policy for lifting and carrying apparatus.
 - (c) Games apparatus/equipment is stored safely in the PE shed in appropriate containers and is
 - organised so that staff can easily and safely remove the selected containers/apparatus.
- Risk assessments: Each class teacher has undertaken specific Risk Assessments for PE. They are updated and reviewed annually.

Planning

The scheme of work for each area of PE has been developed by the subject leader, class teachers and the Sports Premium PE specialist to fit the revised 2014 National Curriculum. The scheme of work follows a long term plan for each class. [The School A-B overview \(see appendix 1\)](#) suggested subject based units of work studied in each half term and key stage.

Differentiation including SEN and G&T

At Friezland we believe achievement and success is possible for **all** children. The short-term planning of physical education units of work addresses the ever present need for differentiation. Within each of the areas of activity, broad task setting allows for differentiation by task- here the more-able child can be challenged by extending the specific task and skill work and the less able can be encouraged to achieve success by breaking the task down into simple progressive stages, to be addressed as appropriate or be given a different task. The next steps for learning within each unit are planned as a result of assessment.

For children with a talent in the areas of PE, school will authorise absence for attending additional clubs/trials/training during the curriculum timetable.

Differentiation can also be achieved through choice and use of appropriate apparatus and group sizes/personnel.

- By:
- (a) setting up suitable learning challenges.
 - (b) responding to pupils' diverse needs.
 - (c) overcoming potential barriers to learning and assessment.

For the small proportion of children who may need more individual and specialised provision, teachers recognise that they need not necessarily attempt to teach rigidly within the programme of study for each Key Stage. In order for these individuals to progress and demonstrate a degree of achievement and succeed, teachers incorporate where appropriate

the pupil's Statement, Care and Support Plan and any current Individual Education Plan and select materials and teaching strategies which enable inclusion.

For those pupils who demonstrate a particular talent within an area of PE and games a variety of provision is available and includes:

- Extra-curricular activities
- Borough competitions, leagues and tournaments funded by Sports Premium grant
- Links with community clubs
- Opportunities to participate in provision at other schools including local secondary schools
- DLP, borough and regional competitions

Equal Opportunities

Provision is made for all pupils regardless of ability, disability, Special Educational Need, medical condition, gender, faith, ethnicity or gender. All children have the right to be treated equally and the school will take measures against adults and children who do not abide by this ethos.

Assessment and Record Keeping

Teachers assess children in Physical Education by making assessments against the Progression of Skills Document (Appendices 2) as they observe them during lessons by questioning and observing children's skills and abilities. The assessment of the children is on-going to ensure that understanding is being achieved and that progress is being made. Children's progress is measured against the learning objectives set for the lesson. Observations and on-going teacher assessment inform next steps in learning and future planning. Peer and self-evaluation are also encouraged.

Monitoring and Evaluation

The teaching and learning in physical education is evaluated weekly by class teachers according to specific success criteria. The School Development Plan and subject Action Plans show specific areas for development and details which persons are responsible for the monitoring and evaluation of it.

Primary PE and Sport Premium Funding

The **PE and Sport Premium Funding** is given to Primary Schools to fund **additional and sustainable improvements** to the provision of **PE and School Sport** and to encourage the development of **healthy, active lifestyles** for the benefit of **all pupils**.

Schools receive their funding each financial year (April – March) and this is spent accordingly each term. For further information on the intent and impact on this funding, please read the, 'Primary PE and Sport Premium Strategy Report,' which is completed annually.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For The Assessment Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Pupil assessment data Pupil end of term reports	Name Year group Class Teacher Assessment data	Monitor a child's progress and identify next steps	All school staff (as necessary) External PE coaches	Staff electronic records Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school practice changes.

Appendices 1

Appendices 2

Appendix 2

Friezland School Progression Document for Physical Education

Class	Sport	Yearly Objective
Year 1	Games	<p>I can throw underarm.</p> <p>I can hit a ball with a bat.</p> <p>I can move and stop safely.</p> <p>I can throw and catch with both hands.</p> <p>I can throw and kick in different ways.</p>
	Gymnastics	<p>I can make my body curled, tense, stretched and relaxed.</p> <p>I can control my body when traveling and balancing.</p> <p>I can copy sequences and repeat them.</p> <p>I can roll, curl, travel and balance in different ways.</p>
	Dance	<p>I can move to music.</p> <p>I can copy dance moves.</p> <p>I can perform my own dance moves.</p> <p>I can make up a short dance.</p> <p>I can move safely in a space.</p>
	General	<p>I can copy actions.</p> <p>I can repeat actions and skills.</p> <p>I can move with control and care.</p> <p>I can use equipment safely.</p>
Year 2	Games	<p>I can use hitting, kicking and/or rolling in a game.</p> <p>I can decide the best space to be in during a game.</p> <p>I can use one tactic in a game.</p> <p>I can follow rules.</p>
	Gymnastics	<p>I can plan and perform a sequence of movements.</p> <p>I can improve my sequence based on feedback.</p> <p>I can think of more than one way to create a sequence which follows some 'rules'.</p> <p>I can work on my own and with a partner.</p>
	Dance	<p>I can change rhythm, speed, level and direction in my dance.</p> <p>I can dance with control and organisation.</p> <p>I can make a sequence by linking sections together.</p> <p>I can use dance to show mood or feeling.</p>
	General	<p>I can copy and remember actions.</p> <p>I can talk about what is different from what I did and what someone else did.</p>

Year 3	Games	<p>I can throw and catch with control.</p> <p>I am aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>I know and use rules fairly.</p>
	Gymnastics	<p>I can adapt sequences to suit different types of apparatus and criteria.</p> <p>I can explain how strength and suppleness affect performance.</p> <p>I can compare and contrast gymnastic sequences.</p>
	Dance	<p>I can improvise freely and translate ideas from a stimulus into movement.</p> <p>I can share and create phrases with a partner and small group.</p> <p>I can repeat, remember and perform phrases.</p>
	Athletics	<p>I can run at a fast, medium and slow speed; changing speed and direction.</p> <p>I can take part in a relay remembering when to run and what to do.</p>
	Outdoor and adventure	<p>I can follow a map in a familiar context.</p> <p>I can use clues to follow a route.</p> <p>I can follow a route safely.</p>
Year 4	Games	<p>I can catch with one hand.</p> <p>I can throw and catch accurately.</p> <p>I can hit a ball accurately with control.</p> <p>I can keep possession of the ball.</p> <p>I can vary tactics and adapt skills depending on what is happening in a game.</p>
	Gymnastics	<p>I can work in a controlled way.</p> <p>I can include change of speed and direction.</p> <p>I can include a range of shapes.</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phases.</p>
	Dance	<p>I can take the lead when working with a partner or group.</p> <p>I can use dance to communicate an idea.</p>
	Athletics	<p>I can run over a long distance.</p> <p>I can sprint over a short distance.</p> <p>I can throw in different ways.</p> <p>I can hit a target.</p> <p>I can jump in different ways.</p>
	Outdoor and adventure	<p>I can follow a map in a (more demanding) familiar context.</p> <p>I can follow a route within a time limit.</p>

Year 5	Games	<p>I can gain possession by working as a team.</p> <p>I can pass in different ways</p> <p>I can use forehand and backhand with a racket.</p> <p>I can field.</p> <p>I can choose a tactic for defending and attacking.</p> <p>I can use a number of techniques to pass, dribble and shoot.</p>
	Gymnastics	<p>I can make complex extended sequences.</p> <p>I can combine action, balance and shape.</p> <p>I can perform consistently to different audiences.</p>
	Dance	<p>I can compose my own dances in a creative way.</p> <p>I can perform to an accompaniment.</p> <p>My dance shows clarity, fluency, accuracy and consistency.</p>
	Athletics	<p>I am controlled when taking off and landing.</p> <p>I can throw with accuracy.</p> <p>I can combine running and jumping.</p>
	Outdoor and adventure	<p>I can follow a map in an unknown location.</p> <p>I can use clues and a compass to navigate a route.</p> <p>I can change my route to overcome a problem.</p> <p>I can use new information to change my route.</p>
Year 6	Games	<p>I can play to agreed rules.</p> <p>I can explain rules.</p> <p>I can umpire.</p> <p>I can make a team and communicate a plan.</p> <p>I can lead others in a game situation.</p>
	Gymnastics	<p>I can combine my own work with that of others.</p> <p>I can link sequences to specific timings.</p>
	Dance	<p>I can develop sequences in a specific style.</p> <p>I can choose my own music and style.</p>
	Athletics	<p>I can demonstrate stamina.</p>
	Outdoor and adventure	<p>I can plan a route and a series of clues for someone else.</p> <p>I can plan with others taking account of safety and danger.</p>