

# Longmoor Primary School



LEARN, GROW, ACHIEVE

## Physical Education Policy 2024 - 2026

Adopted by Governors

Chair of Governors Signature: <i>J.Wright</i>	Date: 8 <sup>th</sup> May, 2024
Chair of Governors Signature: <i>J.Wright</i>	Date: 6.7.22
Chair of Governors Signature: <i>J.Wright</i>	Date: 8.7.20

## **Longmoor Primary School Physical Education Policy**

At Longmoor Primary School, we are passionate about encouraging all learners to lead a healthy and active lifestyle. We recognise the vital contribution that living an active and healthy lifestyle has on children's health, well-being and attainment in school across all subjects. We aim to plan and deliver an engaging and enjoyable P.E. curriculum that supports and challenges all learners.

Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using engaging and sometimes competitive activities. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork, perseverance and communication skills.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. In addition, we also have termly "Commando Joe" weeks where the children are encouraged to actively participate in challenges which develop strength, resilience and team-building skills. All helping to develop the child socially and emotionally as well as physically.

### **Funding**

As a school, we receive the Primary PE and School Sports Premium funding the amount allocated is based on the number of pupils in Year 1 to 6. This funding started in 2014 and has been confirmed to continue up until 2025. School are committed to using this funding to effectively make additional and sustainable improvements to the quality of PE and Sport in School.

We monitor the use and impact of the spending of this money throughout the year and report the impact through the government suggested model commissioned by the DfE (Evidencing the Impact of the Primary School Sport

and PE Premium). This tool for reporting is always updated and uploaded onto the Longmoor Primary School website.

In-line with DfE and Ofsted requirements, The PE & School Sport Premium funding report must include:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- the impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future.

Additionally, schools must publish how many pupils within their year 6 cohort are meeting the national curriculum requirements to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water based solutions.

When planning the expenditure of the Sport Premium leaders consider the five following key indicators:

**Key indicator 1:** Increased confidence, knowledge and skills of all staff in teaching PE and sport.

**Key indicator 2:** The engagement of all pupils in regular physical activity.

**Key indicator 3:** The profile of PE and sport is raised across the school as a tool for whole-school improvement.

**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils.

**Key indicator 5:** Increased participation in competitive sport.

## **Aims**

### **Physical development:**

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To understand the importance of how a short movement bursts can help us stay healthy.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.

- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- To appreciate the value of safe exercising.

### **Social and emotional development:**

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop social skills necessary for effective teamwork in both competitive and non-competitive situations.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

### **Cognitive development:**

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body.
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.
- To communicate, develop and make changes to tactics during activities.
- To understand the importance of how movement during the day can help concentration levels.

### **Spiritual, moral and cultural development:**

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.

- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.
- To promote sportsmanship and respect within inter and intra-school competitions regardless of the result.

### **The PE Curriculum:**

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum. All classes engage in 2 hours of high quality PE lessons each week with additional opportunities to encourage active lifestyles throughout every day.

In the Reception Class (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons (1 hour) and opportunities for outdoor physical activity amount to at least two hours each week.

In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net/wall, fielding and striking games, gymnastics, dance, athletics and swimming. We provide our older learners with opportunities to referee/umpire/lead games and activities in order to develop their game rule understanding, leadership and communication skills. We also enrich children's experiences through opportunities for outdoor and adventurous activities.

The swimming aspect of the curriculum is provided by West Park Leisure Centre on a weekly basis for children in Year 5. Where appropriate and if available, we offer additional swimming lessons for the children in Year 6 who cannot swim 25 metres.

The PE Curriculum is delivered using the Teach.Learn.Grow planning. All teachers use this planning effectively in order to ensure high quality PE lessons are delivered throughout school. The Teach.Learn.Grow planning system also ensures the progression of skills are the children make their way through primary school. This planning system also provides differentiated activities to both support and challenge pupils depending on their understanding and needs. It also ensures that we are offering a wide range of sports and physical

activities. Leaders monitor and change the PE topics where appropriate in order for all learners to reach their full potential.

Since September 2021, we have introduced DRUMBA as part of our PE curriculum. This concept merges physical exercise with drumming and dancing. Staff were provided training on how to effectively plan and deliver DRUMBA lessons which included a launch day to see how effectively it was being delivered. This has been delivered in PE lessons during the autumn term and also in music lessons in summer term to promote cross-curricular learning and active learning simultaneously.

### **Assessment and recording**

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. Teachers record the progress made by children against the learning objectives for their lessons and assess whether the child is at emerging, expected or exceeding level. Assessments are inputted into the Teach.Learn.Grow system and are monitored by leaders. At the end of every half term, teachers also place all children into the appropriate column in a whole year group assessment table (emerging, expected, exceeding). Leaders monitor and analyse the percentages of these assessment tables termly. This has helped with targeting year groups for specific skill development and support.

### **Extra-curricular activities and competitions**

The school provides a wide range of PE-related after school clubs. The fundamental principles in regards to our afterschool clubs is to engage further development from our P.E. lessons. We offer a variety of clubs which are based on the school curriculum. These clubs encourage children to further develop in their chosen club. As a school, we aim to encourage all learners to attend at least one after school club and offer one free club per year to all Pupil Premium learners. Not only do we offer clubs which are based on the curriculum, we also aim to choose clubs that engage with the children's interests and use pupil questionnaires where appropriate to ensure that the clubs we offer are ones of interest to our pupils. Additionally, we ensure that some of the clubs we offer are of sports or activities that are new to the children such as Thai Chi, Touch Rugby and Pilates for a few examples.

We enter a wide range of competitions and festivals alongside other local primary school through the Erewash School Sports Partnership. We ensure that we offer these opportunities to as many children as possible in order to encourage our pupils to get involved in more sports and to feel a sense of pride in representing the school in an off-site event.

The school also organises and enters other regular interschool competitions against other local schools. This introduces a competitive element to team games, and allows the children to put into practise the skills that they have developed in their lessons and after school clubs. The school competes in 2 football leagues in the Derbyshire district. Longmoor have a mixed 4, 5 and 6 team as well as a girl's 4, 5 and 6 team.

At the end of each term, inter-class competitions have been promoted to showcase the skills the children have learnt and providing an opportunity to do this in a competitive environment. This ensures that throughout the year all pupils have engaged in some form of competitive sport and teamwork games.

### **Resources**

There is a wide range of resources to support the teaching of PE across the school. We keep all of our equipment in the PE container. The Hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely. The children use the school playground and field for games and athletics activities, and the local swimming pool for swimming lessons. Leaders monitor the need for new equipment and ensure that all sports are appropriately resourced. We use the School Sports/PE Premium to ensure that equipment is purchased when needed. We also aim to use the Sport Premium in order to encourage active lifestyles. We ensure children have the opportunity to be active during break and lunchtimes. We have also introduced This Girl Can and Sports Ambassadors to provide children structured games and physical activities during these times.

### **Health and Safety**

It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing and suitable footwear when teaching PE. At Longmoor, all staff have been provided with a PE t-shirt and jacket to wear during PE lessons and staff wear jogging bottoms and trainers when delivering PE.

The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity.

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

- Children should dress in shorts, tracksuit bottoms and t-shirts.

- Children will work in bare feet or plimsolls for all indoor and apparatus work.
- Plimsolls or trainers are worn for outdoor games, together with tracksuits if it is cold.
- Jewellery and watches are not to be worn.
- Long hair should be tied back and rigid headbands should be removed.
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.

From March 2024 all children will come into school dressed in P.E. kit to minimise the health and safety risks from above but also this will allow more time for physical activity and movement. FS2 will continue to bring their own P.E. kit into school as learning to be an independent dresser is part of their PSED curriculum.

### **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 child should be sent to the school office to request a first aider sees to the incident.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send a responsible child to inform the school office. Where possible, in event of a serious injury the teacher should remove the rest of the class from the area e.g. line up outside the hall or back to the classroom with another adult.

### **Monitoring and Review**

There will be a two yearly review of this policy by the Physical Education subject leaders.