

Longcot and Fernham Primary School



Physical Education Policy

2024

School	Longcot and Fernham CE Primary School
Date of policy	September 2024
Member of staff responsible	Mrs Sally Robins
Review date	May 2025

Intent

At Longcot and Fernham Primary School we believe that the teaching of Physical Education should provide a rich, broad, inspiring and engaging curriculum that is accessible to all pupils.

The TA Sports Curriculum, which is implemented across the school, is a progressive scheme that will develop, enhance, and build upon skills and knowledge as each and every pupil travels on their learning journey through the school. We believe that pupils should be developing passion and inspiration for physical education both in the lessons, at playtimes, extra-curricular experiences, after school clubs and at home, supporting their health, wellbeing, fitness, and foundations for lifelong activity.

We aim to guide the children in developing deep understanding of concepts that we consider core to developing successful sports performance.

These core concepts are:

Physical Skills: Basic motor skills such as running, jumping, and throwing, which progresses to specific skills like hitting a ball with a cricket bat or swimming strokes.

Cognitive Skills: Understanding strategies and tactics involved in different games, including quicker processing and adaptation.

Emotional Development: To build resilience, manage emotions which is a significant part of social-emotional learning.

Social Skills: Learning about teamwork, communication, and cooperation, to ensure success.

Health and Wellness Understanding: Staying active outside of school to promote good mental health and wellbeing.

At Longcot and Fernham, we want all children to fulfil their full potential and become physically confident. We want them to succeed and excel in competitive sport and physical activities, both in school, in intra competitions, as well as experiencing inter competitions and events within the Cambrian Learning Trust.

We wish them to build on the school values of Love, Honesty and Respect and apply this to their Physical Education journey, whilst we develop the children's knowledge, understanding and skills.

Implementation

Each class has a clear planning scheme which delivers the curriculum progressively and is age appropriate.

Each lesson has the same structure of:

- A warmup and dynamic stretching exercises
- Key learning questions with assessment for learning criteria
- Main lesson activities with directed learning aims
- Review of lesson against the AFL with a reflection using WWW – (What Went Well) and EBI (Even Better If) to allow personal feedback and targets for the next lesson.

All pupils have access to a minimum of 2 hours of PE a week, in addition to playtime playleaders activities, the trim trail / adventure playground, school field, lunchtime activities, the morning mile / run, Skip to be Fit, after school club provision, sporting events (intra and inter) and visiting sporting events e.g. skipping, cricket, football, badminton, squash, hockey etc.

The planning for these lessons is progressive, broad and allows a full range of skills, activities, and opportunities to allow individual development. The whole school scheme ensures this is implemented and all areas of PE are taught as set out in the National Curriculum.

We teach in a way that children:

- have fun and experience success in sport.
- can join in at their own level of development.
- build and secure a range of skills.
- develop good sporting attitudes.
- understand basic rules.
- experience positive competition
- learn in a safe environment.

Our curriculum aims to ensure that all pupils:

- develop their fundamental movement skills.
- improve their agility, balance and coordination.
- lead and join in PE games with growing confidence, developing their speaking and listening skills.
- learn appropriate PE vocabulary and knowledge to help them at KS3 and beyond.

- enjoy fitness and understand the importance of good diet and exercise.

The whole school scheme ensures that the national curriculum is covered:

(It is not statutory to have PE in EYFS, but the children are given the opportunity to change into their PE kit and have a PE lesson introducing the key fundamentals and skills (as seen in bold below) to develop fine and gross motor skills, turn taking, experiences and enjoyment for PE.

EYFS

Physical Development and physical activity are vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through play and movement with both objects and adults. **By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.** Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Physical Development ELG:

Gross Motor Skills - children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Lower School

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.

Pupils should be 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.

Upper School

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.

Pupils should be 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Impact

All children receive a broad and balanced PE curriculum. Every child will access all the key areas of the subject:

- Athletics (the basis of running, jumping and throwing)
- Dance
- Games (sending, receiving and travelling)
- Gymnastics (simple control and movement)
- Swimming (required only at Key Stage 2).

Teachers plan PE with clear progression of skills and knowledge using our progressive, sequential learning that provides relevant and clearly measurable progress . This ensures that all children access it at an age-appropriate level and is revisited or adapted for the next PE session to ensure that the assessment for learning criteria is met securely.

At the end of each unit, an overview evaluation sheet is developed, showcasing the achievements and key learning points from the block of sessions. Children who swim, have attainment assessed by the Swimming teachers.

In addition, we want the children to be physically active, each and every day. In order to do this, we hold daily opportunities for physical activity. These include The Daily Mile/ Skip to Be Fit, active playtimes and playground leaders. The children can also take part in competitions against other local schools, within the Cambrian partnership and Vale School Games, in addition to school intra competitions, scoring points for their house teams.

Monitoring from Subject Coordinators and SLT take place regularly to ensure coverage, progression and continuity throughout the school. This is done via lesson visits, end of subject evaluation sheets, discussions in staff meetings, with PE lead and Cambrian LT PE lead teachers and CPD.