



PE Policy

September 2022-23

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1. Curriculum Statement

INTENT

William Patten Primary School recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education 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

IMPLEMENTATION

P.E. is taught at William Patten Primary School as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. It is taught at a minimum of one PE session a week, and two sessions per week wherever possible. The key knowledge and skills of each topic are mapped across each year group. This ensures that children develop their knowledge of games, dance and gymnastics and (from KS2) athletics and outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

We teach lessons so that children:

- 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of this 'unit introduction' and children are shown the 'Topic Vocabulary (TV) Mat'. This provides definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves within the context of physical activity.

The KWL process is used throughout each unit of work. Once children know the new vocabulary for the unit and how it relates to previous learning, the children are asked what they already know specifically about the new topic. This provides the teacher with an insight into the children's 'starting points' for the topic, to enable the use of assessment to inform planning. The children are then also asked what they would like to know and class responses are collated and used to inform the programme of study to ensure an aspect of 'focussed interest planning'. A record of this process kept in children's topic books. At the end of the topic, children take part in a review of what they now know and can do. The teacher is then able consolidate any of the key knowledge which is identified at this part of the process as not yet being secure.

Lessons are planned to utilise cross curricular links, as well as the context of the school (including school and local grounds and access to facilities and community role models, such as sports coaches, with specialist skills). The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. An extensive extra-curricular provision also provides further challenge and access to a range of physical activity. All children have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs. As well as securing and building on a range of skills, children develop knowledge of the basic rules of a range of games and activities. They experience positive competition and a strong focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active.

IMPACT

The children complete each key stage with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health and understand its significance as part of a healthy lifestyle. The school achieves well in a number of sporting activities and achieved an active school award at bronze level in 2018-19 (award not available in 2019/20) in recognition of its PE provision and children's access to competitive sports, which the school has maintained. Regular gymnastics performances showcase the considerable achievement that children make in this area, in each year group and the impact of the school's work with external agencies also demonstrates the positive impact of the PE curriculum: <https://new-adventures.net/take-part/projects/william-patten-dancers-in-residence>

2. Teaching and Learning

The curriculum is mapped to ensure that children participate in a range of activities and evaluate their own performance. Through planning, with year group partners, ensures time is effectively managed to ensure that lessons and activities are well organised and resourced. Pupils experience a range of opportunities to work individually, in pairs or in groups over time.

The half termly 'Topic Vocabulary Mat' is a graphic organiser which familiarises children with key information and vocabulary in preparation for learning. This is displayed in the class floor book, with supporting evidence of the learning journey.

Typical Lesson Structure:

- Lessons begin with a clear focus on the learning intention of the session. Success Criteria is then shared with pupils in order for them to know how they can achieve the learning intention.
- There may be a 'hook' drawing children into the lesson and to engage and excite them. Lessons then commence with an introduction/warm up to prepare pupils physically for exercise.
- Direct teaching of knowledge and skills precedes subsequent skills practice by the pupils, under the supervision of the teacher.
- The main activity provides an opportunity for children to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare pupils to return to a normal-state both physically and mentally.

- Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

3. **Assessment**

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE at William Patten is in accordance with the National Curriculum 2014 attainment target for each key stage. Individual lessons and units of work are planned to align directly and enable progress to these:

KS1

Gymnastic Movements	Basic movements and team games	Dance
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.

KS2

Athletics	Competitive Games	Gymnastics	Dance	Outdoor and Adventurous Activity	Evaluate
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.

Learning outcomes are documented in class floorbooks in a variety of ways. These include pictures of the class participating in sports and activities and applying new and developing skills. Pictures are accompanied with examples of children's comments.

4. **Planning and Resources**

P.E. equipment is stored safely in the P.E. cupboard on the blue stairwell. The PE cupboard is locked and only members of staff have access. The cupboard is regularly checked by the PE Coordinator to check its tidiness and organisation. Staff are advised to inform the PE Coordinator of broken, damaged or lost equipment so that replacements can be ordered.

The key knowledge and skills for each unit are mapped on the whole school progression Map. This also indicates how cross curricular links are being utilised and how resources and local resources will be used. Knowledge and skill sin PE is also informed by the Primacy Schools Sports Initiative Planning which teachers also use to inform their lessons.

Primary Sports Funding

The School work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher.

The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. Schools receive PE and Sport Premium funding based on the number of pupils in years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the William Patten Primary School website under 'PE and Sport Premium', along with an impact statement.

5. Organisation

Under the 2014 PE Curriculum, PE is a statutory subject to be taught, although there is no statutory requirement for time spent engaging in PE lessons. William Patten Primary School does however; acknowledge the DfE recommendation of 2 hours per week. Therefore, pupils have access to a minimum of one P.E. lesson a week. This is often supplemented through additional physical activities and projects, including (for example) those involving school partners such as Matthew Bourne's New Adventures.

Swimming provision

At William Patten Primary School, children attend swimming lessons at Clissold Leisure Centre in Year 4. Each class participates in 3 half- terms of weekly lessons. Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course.

Many of our children will access further extra-curricular activities to enhance the work that goes on in curriculum time. As a result of the unique and specialised learning environment here at the School, we work with a range of outside professionals to ensure our children have access to further opportunities for quality Physical Education provision. For example, we have a KS2 girls and KS2 boys football club, a KS1 football club, a cricket club, a tennis club, a dance club, and a gymnastics club to name but a few, as well as 'Fit For Sport' running our general after-school provision.

6. EYFS

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. Physical Education in the EYFS is informed by and aligned to the following related early learning goals:

Personal, Social and Emotional Development

ELG: Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Explain the reasons for rules, know right from wrong and try to behave accordingly

ELG: Building Relationships

Work and play cooperatively and take turns with others

Physical Development

ELG: Gross Motor Skills

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.

Expressive Arts and Design

ELG: Being Imaginative and Expressive

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. Children in the EYFS also work with a specialist gymnastics instructor to support their coordination. The above skills and acquired knowledge are then be built on when children enter Key Stage 1.

7. KS1 and KS2

Key stage 1:

Children 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.

Children 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 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.

Children are 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

Pupils 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.

8. Equal Opportunities

At the School we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities. Teachers plan their lessons and make necessary adaptations to ensure appropriate challenge and accessibility for all learners.

9. Inclusion

At the School we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL. The Youth Sports Trust is also regularly signposted to staff - <https://www.youthsporttrust.org/resources/inclusion> - to inform inclusion in line with best practice in their PE lessons.

Targeting

At William Patten, competitive sporting events via providers such as Young Hackney are released every half term. The PE Coordinator will liaise with staff to ensure that a range of children are selected for events, and that we target PPG children whenever possible. For other events, we target SEN children or those with a recognised talent, pupils where appropriate.

10. Role of the Subject Leader

Training

- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- Provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes.
- Seek further training and support from specialist teachers and coaches, Young Hackney Sports Development, and via the SGO (School Games Organiser).
- Over the course of an academic year, ensure all teachers can observe/team teach with specialist teachers, in order to make their contribution sustainable.

Curriculum

- Oversee, with support from the curriculum lead, the teaching and learning in PE in line with the Curriculum Map.
- Timetable specialist teachers and coaches (liaising with Head Teacher).
- Ensure the PE curriculum resources available to teachers are of a good standard and a quantity.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.

Organisation

- Register the school for various borough sporting events (via YHSD and SGO).
- To report on school swimming attainment annually and record this online.
- Complete Risk Assessments for sporting events.
- Organise Sports Day(s) annually.
- Report to the Curriculum leader, Head Teacher and Governors on PE.

Budgeting

- To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Head Teacher).

The subject leader will contribute to the completion of the annual sports premium funding evaluation report.

11. Parents

Parents are encouraged to inform William Patten if they have a certain expertise in a particular sporting area. In this instance, we can involve a parent in delivery of lessons/clubs or events. Parents are encouraged to attend Sports day to celebrate and promote physical activity, as well as support groups to travel to sporting events as support.

In terms of reporting on progress, annual reports are written about each child for parents/carers and PE is listed as a foundation subject in all reports.

12. Health and Safety

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

a) PE Kit

Children are encouraged to wear appropriate PE clothing. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are recommended. Pupils are encouraged and regularly reminded to bring P.E kits. In Early Years and Key Stage 1, children may wear all or part of their PE kit to school on PE days to make getting changed for PE easier. In KS2, children are encouraged to change into PE kit on PE days. Teachers send polite reminder slips home to remind parents of children who have failed to wear PE kit. This helps to minimise the number non-participants. *Please see Appendix 1 for a copy of this slip.*

Children are bare-footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

b) Jewellery and Hair

Wearing jewellery is not allowed at William Patten Primary School. Children must not wear any kind of jewellery in PE lessons, including watches. Pupils with medium/long hair are reminded to tie it up securely.

c) Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have an hour in the hall each week, so if the weather is bad, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

d) Hygiene

Pupils are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

e) Staff dress

It is important that staff should consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

Policy Agreed: September 2022
Policy Review Date: July 2023

APPENDIX 1 & 2

Dear parent/carer,



_____ was unable to participate in PE today because they did not have PE kit in school and they were not wearing suitable school clothing in order to join in.

PE is on a _____. Please ensure your child has t-shirt, shorts/jogging bottoms and trainers/plimsolls in school for PE.

Many thanks

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Movement skills	Movement skills	Gymnastics	Gymnastics	Movement Skills	Movement Skills
KS1						
Year 1	Games (Ball Skills)	Games (Ball Skills)	Dance	Dance	Gymnastics	Gymnastics
Year 2	Gymnastics	Gymnastics	Dance	Dance	Games	Games
KS2						
Year 3	Games (Invasion Games: Hockey)	Games (Invasion Games: Hockey)	Outdoor and Adventurous	Dance	Athletics	Gymnastics
Year 4	Gymnastics	Gymnastics	Games (Tennis)	Dance	Athletics	Outdoor and adventurous
	Swimming (1st class)	Swimming (1st class)	Swimming (1st class)	Swimming (2nd class)	Swimming (2nd class)	Swimming (2nd class)
Year 5	Games	Games	Dance	Gymnastics	Outdoor and Adventurous	Athletics
Year 6	Residential: Archery	Dance	Gymnastics	Games	Games	Games
	Outdoor and Adventurous					
	Athletics					
HIIT Training*						
	*Development of strength					
	*Participation in individual adventurous activity challenges					