

Moorside Primary School



Physical Education Policy



MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.

We pride ourselves in being a caring school community where everyone is welcome.

We strive to deliver an outstanding education for all our children. We help everyone to become caring and active citizens.

We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.

We want to create new opportunities for everyone to succeed.

We want to create a culture which broadens all of our horizons.

We want everyone to be able to tackle the challenges we will face in an ever changing world. We want all of our children to effectively engage with each other and with our community.

Our values

We all believe that

Our local community deserves a school they can be proud of.

We are a caring community where everyone is welcome.

We all value, respect and support each other.

Our community has the right to be safe and healthy.

Our children should have the chance to enjoy and be enthused by their time in our school.

We all work together to make sure that

Everyone always tries their best and take pride in all that they do.

Everyone demonstrates good manners at all times.

Everyone respects each other and show consideration.

Everyone respects and cares for our environment and resources.

Everyone celebrates each other's successes and achievements.

Purpose

The **purpose** of study and the aims of the **National Curriculum for physical education** (2014) state:

A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for children 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.

Aims and Objectives

Physical Education (PE) 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, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable children to make informed choices about physical activity throughout their lives.

The **objectives** of teaching PE at Moorside Primary school are to:

- Enable children to develop and explore physical skills with increasing control and coordination.
- Encourage children to work, compete and play with others in a range of group situations.
- Develop the way children perform skills, and apply rules and conventions for different activities.
- Show children how to improve the quality and control of their performance.
- Teach children to recognise and describe how their bodies feel during exercise.
- Develop the enjoyment of physical activity through creativity and imagination.
- Develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.
- Support positive mental health and well-being.

Teaching and Learning

We use a variety of teaching and learning styles in PE lessons. Our main 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 them 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.

PE Curriculum Planning Early Years Foundation Stage

We encourage the physical development of our young children in the early years as an integral part of their learning experiences. We provide opportunities for the physical development of the children in line with their development stages alongside the Development Matters document and the intentions set out in the Foundation Stage Early Years Framework, which underpins the curriculum planning for children aged three to five years. We encourage the children to develop confidence, control of the way they move, and care in the handling of 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.

Key Stage One

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 cooperative physical activities, in a range of increasingly challenging situations.

Children 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.

Key Stage Two

Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and linking 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 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 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 One or Key Stage Two and at Moorside Primary school, we aim to provide such experiences in Year Three.

During focused lessons, children 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.

Monitoring

The monitoring of the standards of children's work and of the equality of teaching in PE is the responsibility of the senior leadership team along with the PE subject lead. This work involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school.

Links to other Curriculum Subjects

Meaningful and key vocabulary is introduced, developed and reinforced at all times. There is a heavy emphasis placed on children understanding what this terminology means and using it when reflecting and evaluating their own and teachers learning in PE.

Children are taught the benefits of exercise, healthy eating, and how to make informed choices about their lifestyle in Personal, Social, and Health Education and citizenship (PSHE). In PE, children are encouraged to work cooperatively across a range of activities and experiences. They learn to respect the views, contributions and abilities of others.

Children learn to apply mathematical skills when counting, measuring and timing and problem solving in PE. They are also encouraged to use mathematical terminology for shapes, space and position.

Equal Opportunities and Inclusion

Every child has equal access to statutory National Curriculum Physical Education intentions. Learning experiences are differentiated in such a way as to meet the needs of all children. All children in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extracurricular activities.

Assessment and Recording

Children's work will be assessed throughout each unit of work using formative and summative assessment methods. The individual class teacher, who will use observations as well as other methods to set realistic targets for the individual child, based on their strengths and areas to develop, will monitor each child's progress. Teachers use assessment criteria, which track skills taught and help inform judgements and next steps. At the end of each half term, an indication of the progress made will be recorded and the senior leadership team and the subject lead will continually monitor this process.

Health and Safety

It is the general teaching requirement for health and safety that applies to this subject. We encourage and reinforce the children to consider their own safety and the safety of others at all times.

Safe Practice

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education" guidance provided by the Association for Physical Education (afPE) which is the only PE Subject Association in the UK.

All children will be taught how to handle and carry apparatus and other resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Specific guidance on all areas of activities to ensure safe practice includes:

- Developing an awareness of own and others' safety.
- Wearing appropriate clothing and footwear (both children and staff).
- Being involved in appropriate warm up and cool down exercises.
- Being taught the correct procedures for lifting, carrying and placing equipment.
- Responding readily to instructions, signals and rules.
- Being familiar with established routines and relevant rules.

Jewellery and hair

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

securely. Children are required to remove their headscarves or any other religious headwear for the duration of PE lessons however, school does provide an alternative form of headwear.

Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled so that only one class is taking part in PE at a time, this allows classes to use the indoor space, so if the weather is not appropriate for outdoor PE, 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.

Hygiene

Children 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 Key Stage Two. Children are not permitted to take part in PE if they do not have their PE kit due to safety and hygiene reasons and the fact school provides a PE kit for them.

Staff dress

When teaching PE, staff will wear school PE kit for adults, which has been agreed. This is important in regards to their own and their children's safety including appropriate footwear. Jewellery should be removed when involved in the teaching of any PE activity.

Equipment and Resources:

All resources are regularly reviewed in order to ensure they are appropriate to the range of activities undertaken, children's ages, abilities and the needs of children in order to enhance learning. Resources should be counted out and counted in, returned in good condition and working order.

The children should be encouraged to:

- Look after and respect resources.
- Use different resources to promote learning.
- Return all resources tidily and to the correct place (staff should oversee).
- Be told of any safety procedures relating to the learning experiences and resources used.
- Carry and handle resources safely and with care and respect.
- Children should be able to gather appropriate resources to use in lessons.

Extra-curricular Activities

At Moorside Primary school we endeavour to provide a range of PE related activities for children at the end of the school day and during non-structured times in school, such as lunchtime. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to Parents/Carers at regular intervals during the term. As a school, we are beginning to increase our involvement in sports events and activities against other schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

PE and Sport Premium Funding

The PE and sport premium is designed to help primary schools improve the quality of the PE and sport activities they offer their children.

'Schools must spend the additional funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this' (DfE June 2013). Our detailed sports premium spending plans are available on our website: www.moorside.newcastle.sch.uk

The school receives PE and Sport Premium Grant from the Government and this has enabled us as a school to update the PE equipment in the school including an increase in the resources we can offer children during the non-structured times in the day such as playtimes, lunchtimes and after school clubs. The purpose of this is to try and keep our children as engaged as possible in physical activities throughout the school day. Without the PE Grant, this investment in new resources would not have been possible. This has enhanced the quality of provision for all children in the school's commitment to and ability to resource PE. Continuing CPD and staff development would use other funding streams to ensure that the school had the expertise to improve the quality of teaching and learning.

Staff Continued Professional Development (CPD)

All staff are requested to participate in professional development to ensure secure subject knowledge, consistency and an awareness of health and safety procedures and up to date knowledge. This is exemplified in the teacher's standards. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given through in house support, through the use of our access to the PE Hub as well as from outside agencies and other professionals, including those within the WEST Trust.

PE Kit

- School PE T-shirts (provided by school).
- Shorts or jogging pants (provided by school).
- School PE bag (provided by school).
- Bare feet during inside activities.
- Trainers or plimsolls for outside activities.
- Sweatshirt or fleece for colder weather.
- No earrings or jewellery, these should be removed before school by Parents/Carers. In the event of being newly pierced the earrings should be covered.
- No football or other team sport tops worn in school or for PE.



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Date of next review	September 2024