

## Simonside Primary School – PE Policy



### **Dream, Believe and Achieve!**

Our vision for PE ....

‘At Simonside Primary School we believe PE and Sport plays an important role in making our school vision ‘Dream, Believe, Achieve’ a reality for every pupil, with the potential to change our young people’s lives for the better. We believe that physical education is a vital and unique contributor to our children’s physical health and well-being and aim to provide all of our children with high quality physical activity experiences that will lead to lifelong participation and fitness.’

Here at Simonside Primary School we are committed to delivering high quality PE through an exciting range of physical activities which also provide opportunities for competition, self-improvement and learning good team work, sportsmanship and self-discipline. We use the School Games values below during lessons to encourage and celebrate individual successes.



**INTENT** - This policy is a statement of aims and strategies for the teaching and learning of Physical Education at Simonside Primary School. As a policy its main purposes are:

- \*To enable structured and progressive development of skills in all areas of P.E.
- \*To provide equal learning opportunities for all children throughout the school.
- \*To encourage children to actively involve themselves in the maintenance of their own health, fitness and well-being.

At Simonside Primary School we pride ourselves on promoting a wide range of activities across the curriculum, within extra-curricular activities and visits which promote an active lifestyle. Our creative curriculum approach allows us to develop, motivate and enthuse all our children across a broad and balanced range of physical activities and subjects. We strive to ensure the skills and positive values of sport, fitness and healthy lifestyles is embedded into our school ethos, using sport as a vehicle to help engage and foster positive relationships with other schools both within and outside of our Trust. We believe Physical Education provides the foundation of every child's physical, mental and social well-being as well as providing the opportunity to raise standards of achievement for all. As a school we aspire to create a buzz about physical activities where every child enjoys, participates and applies themselves in all tasks they engage in with self-confidence, independence and achievement.

### **Physical Education Aims**

Physical Education in the National Curriculum provides a basis for us to deliver a broad and balanced physical education programme which helps us to fulfil our main aims which are:

#### **1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:**

- \*By developing a positive attitude and interest in a wide range of physical activities.
- \* By raising awareness of issues regarding Health Related Fitness within PE and other subjects.

#### **2. To provide equal opportunities for all children to access a broad and balanced curriculum**

- \* Detailed coverage of a range of subjects using our curriculum map.
- \* Activities, skills and sports link and are progressive through each year group.
- \* Clear differentiation through identification of each child's strengths and challenges
- \* Inclusion and provision for Gifted and Talented and SEN children

#### **3. To contribute to the physical, intellectual and social development of each child:**

- \* Size, strength, fitness, speed, gross and fine motor skills
- \* Aesthetic appreciation and understanding of Dance and Gymnastics
- \* Seven Fundamental Skills
- \* Knowledge of different activities or sports eg. the rules of different games
- \* Co-operating in groups, playing fairly to rules, mixing with children from other schools
- \* Knowledge of health and fitness as well as safety

**4. To provide opportunities for all children to achieve their full potential through curricular and extra-curricular activities:**

- \* Breakfast, lunch and after school clubs

**5. To provide opportunities to participate in competitive sport**

Intra – PE lessons, teams, lunchtime sports, after school clubs, Sports Day  
Inter – Newcastle School Games events, Outer West Trust events, football league matches

### **IMPLEMENTATION**

In order to achieve these aims, Simonside Primary School will:

- \* Follow a broad and balanced PE curriculum fulfilling the demands of the National Curriculum (see provision map) and differentiate lessons to meet the needs of all our children.
- \* Ensure every child has 2 hours of good quality PE each week (see PE timetable).
- \* Aim to ensure every child in Year 6 can swim 25 metres and has basic water skills.
- \* Endeavour to give children opportunities to participate in extra-curricular sport. 
- \* Endeavour to give children opportunities to represent their school in competitive fixtures both within (intra) and outside of school (inter) sport.
- \* Aim to develop the fitness of each pupil, by ensuring a good pace in lessons and incorporating fitness activities across the curriculum.
- \* Aim to involve the community where possible. e.g. sports day, community club links, inter-school matches, outside coaching personnel, resources, secondary schools
- \* Strong links with the Outer West Trust - sharing good practice, assessment and competition opportunities.
- \* Provide enjoyable experiences, where positive attitudes of sensitivity, co-operation and competition may develop and an environment where all children have the opportunity to enjoy and achieve.
- \* Use the governments Sports Premium funding effectively.

### **Sports Premium Funding**

We are thrilled to be able to use this funding to inspire all our children, regardless of ability, and provide a lasting, sustainable and positive effect on PE and Sport within our school. We strongly believe in the health, social and emotional benefits of high quality Sport and PE for all our children and believe the enhanced provision and enriched PE and sport programme that the Sports Premium funding is helping us provide will ensure maximum impact on learning both in and beyond the school environment.

We plan yearly to use the Sports Premium Funding across these areas to provide the best possible opportunities for all children to enjoy and achieve within PE and sport:

1. Provide a quality PE curriculum offer and schemes of work for each Key Stage. (\*  
*Engagement of all pupils in regular physical activity) (\*The profile of PE and sport is raised across the school as a tool for whole school improvement)*

2. Provide training and professional development opportunities for all staff, including qualified sports coaches working alongside primary teachers.  
(\* *Increase confidence, knowledge and skills of all staff in teaching PE and Sport*)
3. Support regular sports tournaments, festivals and competitions for all children organised by the school, or learning trust, Newcastle PE and school sports service and Elite Sport. (\* *Increased participation in competitive sport*)  
(\* *The profile of PE and sport is raised across the school as a tool for whole school improvement*)
4. Provide a range of sports equipment to support PE lessons, active playtimes and quality after school clubs thus enthusing all children to be active.
5. Staff use the Youth Sports Trust values (Passion, Respect, Honesty, Self-belief, Determination, and Teamwork) throughout all PE sessions to engage, reward and challenge our children to always be the best version of themselves that they can be. (*The profile of PE and sport is raised across the school as a tool for whole school improvement.*)  
(\* *Key indicators of PE and Sport Premium.*)

See our school website for detailed Action Plans of how we have spent the money and the impacts that it has had for each school year.

PE at Simonside Primary School offers the opportunity for children to:

- \* Make informed decisions about the importance of exercise in their lives
- \* Develop positive attitudes to participation in physical activity both in and out of the school curriculum
- \* Become skilful and intelligent performers
- \* Acquire and develop; skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts
- \* Develop the ability to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- \* Develop their ideas in a creative way
- \* Set targets for themselves and compete against others, individually and as team members
- \* Understand what it takes to preserve, succeed and acknowledge others success
- \* Respond to a variety of challenges in a range of physical contexts and environments
- \* Take the initiative to lead and focus on evaluating and improving aspects of their own performance
- \* Discover their own attitudes and preferences for different activities and different roles and responsibilities within the activities

Through the development of these physical, social and cognitive competences children will be able to move safely, effectively and efficiently, understand what they are doing and easily transfer these skills to achieve academic success across the curriculum. These aims will allow every Simonside child become physically literate and continue a lifelong active lifestyle.

## **Curriculum Coverage**

Our physical education curriculum is carefully planned to include a range of indoor and outdoor based lessons throughout the year and provides a varied and progressive learning programme. All children receive at least two hours of engaging, high quality and enjoyable physical education lessons per week. Appropriate provision is in place to support a range of learning needs and abilities and ensure positive outcomes for all children.

At Simonside we use a PE scheme called Get Set 4 PE – a highly recommended scheme written by teachers for teachers to ensure that we provide a broad and balanced Physical Education curriculum where all children can enjoy and achieve. Every lesson taught will contain elements required by the National Curriculum as well as differentiation to suit the needs of the individual children:

Key Stage 1: Games, Dance, Gymnastics, Athletics

Key Stage 2: Games, Dance, Gymnastics, Athletics, Outdoor Adventurous Activities and Swimming.

Our PE provision map has been devised to ensure a wide coverage of the National Curriculum. All classes will be expected to have covered the activity areas for their specific year group in each half-term block. To ensure we continue to develop a broad and balanced curriculum the PE Coordinator regularly assesses the provision and time allocation of PE in detail throughout school.

Curriculum planning is set out in three phases (Long term overview – see below, medium term plan/ schemes of work and short term lesson plans). Our long term plan sets out the PE units which are to be taught throughout the year for each year group to ensure that National Curriculum requirements are fully met. Our medium term plans / schemes of work set out the progression of knowledge and skills to be taught across a unit of work and individual lesson plans give teachers the detailed parts of a lesson including warm ups, skills to be taught and practiced and cool downs. Learning objectives and success criteria are shared orally and displayed in child friendly language. These are referred to before, during and after the session and reviewed with the class. Success criteria are displayed for the children to follow during the lesson or are drawn up with the children.

### **PE in the Foundation stage:**

At Simonside Primary School, we believe that young children learn through using all of their senses through being active and interactive. Activities are planned specifically to ensure a safe, well-resourced environment, which helps them to build on and develop their confidence and independence. Children are given time to explore, experiment and refine their social, interpersonal skills as well as gross motor skills and hand-eye coordination.

Teachers will provide children with a balance of opportunities for all round physical development using a range of equipment, apparatus and stimuli to encourage the development of specific skills.

Get set 4 PE units are also used by EYFS staff to deliver a broad, balanced progressive curriculum across the phase.

**PE in Key Stage 1:** Children continue to build on their early experiences and move into paired and group activities. They begin to play simple games, explore and link actions, improve coordination and response to stimuli. They develop greater awareness of others and begin to develop their own ideas and creativity. Children improve their use of apparatus and equipment and continue to develop gross motor skills and hand-eye coordination. Children focus on developing excellent fundamental movement skills. They learn to refine skills in throwing, catching and kicking and working cooperatively. They continue to develop co-ordination, balance and achieve greater control over their movements. They develop their visual and auditory awareness and begin to express themselves through movement and communicate ideas and feelings about their performance.

**PE in Key Stage 2:** Children build on their previous experiences and the seven fundamental movement skills through a broader P.E curriculum. They learn specific skills and refine and improve existing ones. Children learn and demonstrate the importance of teamwork in pairs and small groups, and are taught common skills and principles for playing games with increasing complexity. They are given opportunities to be creative in developing their own rules as well as learning the conventions of traditional games. Children will take part in competitive experiences and develop greater awareness over the importance of their efforts, winning with modesty, and losing with grace. Children begin to sequence movements with greater complexity, and develop poise and control over their actions, including equipment and apparatus. They respond creatively to stimuli and improve compositional work, performance and content. They become confident at evaluating their own performances and others, and reflect on how they can refine and improve their skills. Children develop greater awareness of the importance of physical activity and the effect upon their own body.

### **Extra Curricular Activities**

Simonside Primary School is fully committed to providing extra-curricular sporting opportunities. Opportunities include

\*Clubs (breakfast, lunch-time and after-school) in a range of sporting activities.

\*Competition against other primary schools in a wide range of sports through the Outer West Trust, Newcastle Sports and PE partnership, Elite Sport.

### **Inclusion and Equal Opportunities:**

All children at Simonside Primary School are entitled to participate in the P.E. curriculum regardless of ethnicity, gender, religion or special educational need. We feel that it is essential that all children's efforts are valued and supported in a safe and secure environment. Where children have specific needs, adaptations to the curriculum may be necessary to ensure that children have every opportunity to succeed at their particular stage of development. Teachers are able to develop and differentiate tasks by outcome by using the Get Set 4 PE progression of skills documents. More able children can be challenged by extending the specific task and less physically able can be encouraged to achieve success by breaking the task down into simple progressive stages to be addressed

where appropriate. Teachers are aware that they need not teach rigidly within the programme of study for each key stage. In order to enable the small proportion of children who may need more provision, to progress, demonstrate achievement and succeed, teachers can adapt and differentiate tasks according to the needs of the children. As a school we strive to ensure achievement is possible for all children.

## **IMPACT**

### **Assessment**

Formative instantaneous assessment, in the form of verbal feedback during lessons, is an essential and integral part of P.E. This may come from the teacher, TA or other children during the lesson. Children will often be given short-term pointers throughout each session in order to improve their immediate performance of a skill.

As with all lessons across the curriculum, the main method of gathering evidence and assessing achievement is made through a continuous process of teacher observation, questioning and answering. This continuous informed assessment based on knowledge of the child is then used by teachers to assess children's progress towards the key concepts being taught. At the end of each unit of work, all teachers make judgements against the success criteria and skills taught for every child. With careful consideration of the skills and knowledge children have demonstrated throughout the unit, a 'working towards', 'working within' or 'working beyond' judgement is made. Teaching staff in KS1 and KS2 will then use their end of unit assessments to inform Milestone judgements. These are the 'end goal' for each 2 year phase. Within each Milestone children will be at one of three levels: Basic, Advancing or Deep.

### **Risk Assessment and Safety**

Simonside Primary school understands that risk assessments are a legal requirement under the 'Management of Health and Safety at Work Regulations 1992'. Risk assessment is largely a process of logic, common sense and sound planning and should be applied to any activity that forms part of the PE programme. Once the 'hazard' has been identified then risk control means that precautions should be implemented which minimises or prevent harm. Regular checks and risk assessment should be made by all teachers as well as ongoing risk assessments, annual safety checks and repairs. Teachers should continuously check equipment and apparatus as it is being taken out and used in every lesson. If a significant hazard has been identified, it should be immediately taken out of use and reported to the PE coordinator.

Lifting and Carrying - Teachers should follow the school's main policy for lifting and carrying when moving or lifting equipment and apparatus.

First Aid - All teachers aware of designated first aiders within school. A first aider must be present if children are taken off site to play or compete in physical activity.

### **PE Kit**

Simonside Primary School expect all children to wear agreed PE kit for lessons. Children are expected to wear the school PE kit in order to ensure safe participation during all lessons.

**PE kit for all children consists of white or grey Simonside school PE t shirt, black PE shorts or jogging bottoms and plimsolls/trainers or barefoot (dependent on activity)**

In the event of a child forgetting or not bringing their PE kit, that child will still take part in PE. Spare kit has been purchased in a range of sizes so that all children can participate in two hours of PE. If children consistently forget their kit, parents should be informed.

All teachers set an outstanding example by wearing appropriate clothing and footwear when teaching PE. Staff have school PE kit also.

**Jewellery** should not be worn during PE and children are required to remove items such as hooped earrings, necklaces, watches and rings etc. Items such as earrings, that the child maybe unable to remove should be covered by surgical tape. Long hair should be tied back out of children's eyes.

### **Evaluation**

The policy will be evaluated in line with the school's review policy. Evaluation will include: effectiveness, ease of implementation, resourcing issues, identifying any amendments needed and additions required to the policy as a result of legislation or other changes in the PE curriculum.

### **Governors**

Governors will play a key role in the monitoring and evaluating of policy and the implementation of PE across the whole school. The Senior Management Team and the PE co-ordinator will keep governors informed of the implementation and changes in policy and changes in legislation and curriculum.

Policy reviewed by S Berryman November 25



