

Parsloes Primary School



Physical Education Policy

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INTENT:

At Parsloes Primary School we believe that a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for pupils to become physically confident in a way that 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, which link to our school values.

VISION:

Our vision is to believe in an enriched and progressive curriculum that is engaging for all. The children and their learning are at the core of all that we do. Our curriculum is designed to take into consideration our children's varied backgrounds and cultural experiences. We believe our children deserve a curriculum that expands their life chances, enabling social equity and mobility. At Parsloes, our curriculum is built around LEARN to ensure children receive a broad and balanced curriculum and ensure learning is relevant, exciting, aspirational and challenging.

At Parsloes, we can achieve this vision by:

- Stimulating, developing and maintaining pupils' interests and enjoyment of Physical Education through competitions, cross-curricular links and engaging topics
- Enabling pupils to have equal access to quality P.E resources
- Providing them with skills and knowledge to do a variety of sports.
- Providing opportunities for children to work individually and collaboratively, e.g. Team games, representing Parsloes Primary School
- Engaging with the P.E Association

TEACHING AND LEARNING:

Planning:

P.E is taught following the Framework based on the objectives as outlined in the National Curriculum. We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school. The curriculum planning in PE (at least 2 hours per week in line with national guidance). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject lead maps this out in conjunction with the Sports Coach, who works with each class once a week to deliver high-quality PE lessons. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject lead keeps and reviews these plans.

By end of EYFS:

Be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

By end of KS1:

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.

- 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.

By end of KS2:

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.

- 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:

Swimming and water safety for Year 4 is taught by a designated qualified swimming teacher. We endeavour to support the National standard for swimming achievement (to be able to swim 25m).

Resources:

1. Each class has been allocated a weekly time slot for a P.E specialist coach.
2. On-site facilities include:
 - Halls – climbing frames, gymnastics mats, balance benches, box, springboards.
 - Playgrounds (KS1 and KS2 separate playgrounds) – to be used during the day for play times, lunch times and PE, both in and out of school hours
 - Playground gym is used for break/lunchtime activities and curriculum activities
 - High-Quality P.E sports equipment for lessons and extracurricular activities
 - The school is a member of the P.E Association which provides planning and resources for lessons.

Health and Safety:

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school Health & Safety Policies.

- Risk Assessments and planning before a lesson.
- Organisation of routines before, during and between lessons to include:
- The use of appropriate kit including the correct footwear. Children who do not have a PE kit will take part in the lesson as an observer rather than a participator. Parents will be informed after two consecutive occasions of no PE kit.
- All children taking part in indoor PE should be barefoot or wear suitable foot covering for indoor PE. For gymnastics, particularly when the apparatus is being used, there should be barefoot only.
- Jewellery that might carry a risk to the pupil, including earrings, should be removed and stored safely before each lesson. If the removal of jewellery is not appropriate out of respect for religious reasons, then SLT should be informed. If children wear stud earrings they should be taken out by the child.
- All long hair should be tied back.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher. Children should be given health and safety guidance through the lesson.
- Location of safety equipment.
- Reporting accidents.
- Where to find safety information.
- Regular safety checks.
- Monitoring and Reviewing – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

ASSESSMENT AND MONITORING:

Assessment is based around the key knowledge and skills which are taught throughout the unit. Teachers will monitor progress and attainment throughout the unit using a range of sources, such as, observation, discussion and recorded work to ensure accurate judgements. A class assessment grid is used throughout the unit to inform planning and record end of unit assessment judgements for pupils.

SEND:

Teachers have high expectations of all pupils. This includes pupils of all abilities, social and cultural backgrounds, those with disabilities and Special Educational Needs. Planning is differentiated and learning is supported appropriately so that all children can participate and have full access to the curriculum in order to reach their full potential.

REMOTE LEARNING:

Please see the Remote Learning Policy and the Covid addendum for more information.