

# PE Policy



## Costock CE Primary School

Where every child is a star! 

**'As God's children, we shine like Stars' Philippians 2 v.15**

### **Our Promise**

**Every day at Costock Church School we are experiencing and learning;**

**Service to God, each other and ourselves, Truth, Agape and Respect**

**As we leave each day we take these Christian Values with us**

**Approved by:**

S Bakewell

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### 1. Purpose of the policy

This policy reflects the aims and values of Costock CE Primary. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- › Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- › Demonstrate adherence to the National Curriculum objectives and guidelines
- › Provide clear information to parents and carers about what their children will be taught
- › Allow the governing board to monitor the curriculum
- › Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website

### 2. Subject vision

At Costock C of E Primary School, we firmly believe in the importance of high-quality PE lessons and how core knowledge and skills are essential to help pupils learn to live a healthy and active lifestyle. A positive early experience in PE is vitally important. Not only is it key to maintaining pupil's health and wellbeing, but it also supports pupils in developing teamwork, resilience, respect and sportsmanship.

Through a well-planned curriculum, skilled PE teaching and a wide variety of high-quality extracurricular clubs, we endeavour to provide pupils the skills needed for a wide range of sporting/physical activities. We seek to ensure that children show resilience in PE lessons and have the self-esteem and motivation to succeed. We encourage pupils to be supportive and motivate others, as well as consistently showing values such as fairness and respect when taking part in sporting activities.

We are committed to ensuring pupils experience a wide range of sports and physical activities which will enhance life choices. The enjoyment of physical activity is key to our school vision and we aim to go above and beyond to provide a variety of activities which can be enjoyed by pupils of all ages and abilities.

By the end of primary school, our pupils will have developed their fundamental movement skills and been given opportunities to apply these to a wide range of sporting activities. The curriculum ensures that these skills will be able to be applied to most team games/sports. We pride ourselves in ensuring that most pupils will have represented the school in sport, or at least regularly take part in extracurricular sports clubs before they leave primary school.

PE has the opportunity to promote self-esteem and positively impact mental health through the development of physical confidence, social skills and problem solving. It can help pupils to learn to deal with success and failure in a range of competitive activities; a life skill which is essential as they develop through childhood.

### **3. Aims and outcomes**

The national curriculum for physical education aims 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.

### **4. Teaching and learning**

PE and sport at Costock is taught/delivered mostly by highly skilled class teachers. PE specialists and qualified sports coaches provide CPD opportunities to develop teachers' knowledge and skills when teaching this subject. Specialists are also used to deliver sessions which class teachers cannot teach in order to provide a wide range of sports for all pupils (for example: archery, fencing, rock climbing etc).

Pupils have equal opportunities to take part in a range of sports and physical activities where both success and effort are recognised and praised. We pride ourselves on our inclusivity with PE lessons and extracurricular sports clubs, which are accessible for pupils of all sporting abilities, including those with SEND. PE lessons and sports clubs are adapted where necessary to enable all pupils to take part and gain new skills and understanding. All pupils are given the chance to challenge themselves through making independent and supported decisions which help develop their engagement and ambition in relation to PE and sport.

We use the Striver PE scheme which supports staff with planning, teaching and assessment of all learning. This scheme ensures that skills and knowledge are built on each year and sequenced appropriately to maximise progress in all areas. Pupils gain experience of a variety of fundamental movement skills as well as individual/team sports. Striver also allows teachers to assess pupils through 'personal best' activities which show progress pupils have made in each unit. This assessment is key for pupils to understand and see their progress in each area of PE. During KS2, pupils will also have a series of structured swimming sessions.

At Costock, we also pride ourselves on the opportunities pupils are given to represent the school in external competitive sporting events. We have regular school fixtures for football, netball and cricket, in which both boys, girls and mixed teams take part in competitive one-off matches, leagues and tournaments. Through the Rushcliffe School Sport Partnership, pupils of all abilities have the opportunity to take part in a wide range of external sporting events (examples: athletics, dodgeball, basketball etc.) and we pride ourselves on the high number of pupils who have represented the school in sport by the time they leave primary school.

### **5. Curriculum overview**

Our curriculum is structured to provide a range of experiences that focus on both fundamental movement skills and individual/team sport. All pupils participate in a progressive curriculum that develop their skills and confidence through competitive and non-competitive activities. To ensure high standards of PE teaching across the school, we ensure that the objectives of the National Curriculum are met and teaching is always progressive. Through our provision, we challenge pupils to flourish at sports in which they have a particular interest or talent for.

The Costock PE curriculum will:

- Give pupils an opportunity to try a wide range of different sports and activities, both in and out of school time, developing their curiosity in many ways
- Provide opportunities for pupils to develop confidence, practise new skills taught and apply these to team games and engage in competitive activity during PE lessons and when representing the school in sporting competitions
- Develop knowledge of sport and fitness, as well as resilience and deepen problem solving skills
- Explore how to use imagination, unique movements and creativity to choreograph sequences of movements in dance, gymnastics and yoga
- Inspire and challenge pupils to try new things and take part in challenging/unique activities that may be out of their comfort zone
- Ensure pupils enjoy PE lessons and have a positive experience of physical activity whilst at primary school
- Provide opportunities for pupils to learn how to be safe in and around water

### **5.1 Early Years Foundation Stage (EYFS)**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. 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 tummy time, crawling and play 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.

Pupils are taught to:

- 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

### **5.2 Key Stage (KS1)**

Pupils 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 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.

### **5.3 Key Stage (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.

Pupils 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.

Pupils are taught to swim during KS2, in particular:

- 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.

## 5.4 Programmes of study

The PE curriculum is a 2 year cycle where children will cover all key areas throughout their time at primary school. Certain areas and skills are repeated, this is based on children's general enjoyment of areas as well as teaching strengths. Pupils regularly work on and improve their fitness in engaging and creative ways. This is done in the form of PE fitness sessions as well as taking part in the Daily Mile.

Summer athletics is compulsory each year for every class.

The athletics activities children will take part in are:

- Track events (sprinting/long distance running)
- Jumping (long jump, triple jump and hurdles)
- Field events (javelin, hammer throw and chest push)

The EYFS PE Curriculum is centred on fine and gross motor movement skills. Throughout the year, pupils will take part in the following activities:

- -Yoga
- -Basic throwing and catching skills
- -Gymnastics (rolls, tucks and balance)
- -Basic athletics
- -Dance

## 6. Cross-curricular links

PE shares links with the following subjects:

- Science: In PE, pupils learn about the human body and how it works. The study of force, motion and energy links to physical movement and sport. Pupils will also learn about the human body and the positive effect that exercise has on it.
- Maths: Maths skills are integrated into PE lessons, such as measuring distances and tracking heart rate during exercise. Economic Wellbeing.

- › PSHE: Pupils learn a lot about healthy lifestyles and the importance of a healthy balanced diet. Pupils will also learn about how exercise has a positive impact on mental health and wellbeing.
- › Spiritual, moral, social and cultural (SMSC)/British Values: PE contributes to the development of pupils' SMSC and British values by promoting physical, emotional, and social wellbeing, as well as encouraging values such as teamwork, respect and fair play.
- › History: Pupils can learn about how sporting events have played a significant role in history, alongside learning about historical figures who have had an impact on physical education and sport.
- › Geography: PE often involves outdoor activities. During school residentials, pupils have the opportunity to take part in the following activities: orienteering, weaselling, stream walking, hiking and rock climbing. Pupils will develop skills in both human and physical geography when taking part in these activities.

The above list is not exhaustive and should be adapted to suit your specific context.

## **7. Assessment and recording**

### **7.1 Assessment**

Costock CE Primary uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Staff use 'personal best activities' to assess pupils throughout each unit of PE to track and monitor progress. A personal best activity requires pupils to complete a physical task that can be assessed/recorded (for example, dribbling around a cone as many times as possible in one minute).

Personal best activities are always done at the start and end of a unit so that pupils are able to see their own progress.

Pupils are regularly given verbal/visual feedback to support their learning.

At the end of each unit, pupils will be assessed within 1 of the following bands:

- Emerging
- Expected
- Exceeding

### **7.2 Recording**

In PE, pupils learning is recorded in the following ways:

- Photographs
- Striver assessment and personal best challenges
- Reception-Individual Learning Journey

## **8. Resources**

### **8.1 Equipment**

We have a wide range of resources and sports equipment to support pupils with their learning in PE and competitive sports. Please see 'Evidencing the impact of the Primary PE and sport premium' document (see website) to find out more information about resources/equipment provided.

## **9. Roles and responsibilities**

### **9.1 Headteacher**

The headteacher at our school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject
- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

## **9.2 Subject leader**

The subject leaders at our school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught

## **9.3 Link governor**

The link governor responsible for PE at our school will:

- › Monitor the impact of the subject across the school and on pupils
- › Monitor teacher workload and professional development
- › Ensure subject action plans are suitable
- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

## **9.4 Classroom teacher**

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the subject leader
- › Maintain subject knowledge and appropriate CPD

## **9.5 Parents**

The parent community at our school will:

- › Make sure their children are prepared for learning
- › Make sure their children have the correct PE kit
- › Make sure their children understand the importance and live a healthy, balanced lifestyle outside of school

## **10. Inclusion**

Teachers set high expectations for all pupils in PE. They will use appropriate assessment to set ambitious targets and plan challenging activities for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

We pride ourselves on our inclusivity with PE lessons and extracurricular sports clubs, which are accessible for pupils of all sporting abilities, including those with SEND. PE lessons and sports clubs are adapted where necessary to enable all pupils to take part and gain new skills and understanding. All pupils are given the chance to challenge themselves through making independent and supported decisions which help develop their engagement and ambition in relation to PE and sport.

## **11. Links to other policies**

This subject policy links to the following policies and procedures:

- Teaching and Learning Policy
- Curriculum Policy
- Assessment Policy
- SEN Policy

## **12. Monitoring and review**

The physical education co-ordinator is responsible for the monitoring of the implementation of this policy. The leader reports to the head teacher on the effectiveness of the policy and to the governing body upon its review.