

# Yorke Mead Primary School

## PE Policy



### Our School Vision Statement *BRINGING LEARNING to LIFE*

*We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.*

*We want our pupils to enter the wider world as*

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

**D - Determination**

**A - Ambition**

**R - Resilience**

**E – Enjoyment**

**T - Trust**

**O - Openness**

## Rationale and Ethos

Physical Education provides children with the unique opportunity to develop and demonstrate their physical competence and confidence in a range of activities. It promotes skilfulness, teamwork and knowledge of the body in action, contributing to a positive attitude towards living healthy and active lifestyles.

Physical Education allows pupils to be creative, competitive, and cooperative and adapt to different challenges as individuals and in groups or teams.

Here at Yorke Mead, we seek to provide a full, varied and interesting Physical Education curriculum, which challenges, engages and excites children. Introducing them to new sports and activities, which could ignite a passion that could last a lifetime.

## Aims of the Curriculum at Yorke Mead

The curriculum at Yorke Mead is intended to ensure each child:

- Develops high self-esteem, confidence and a true feeling of self-worth
- Develops a lively, enquiring mind and life skills so that he/she will have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices
- Is enriched, motivated and challenged by a broad and balanced curriculum and recognises the value of all areas of learning, including literature, sciences, the arts and humanities.
- Is valued for their individual contributions, recognises their role and develops a positive attitude towards everyone in the life of the school and community.
- Develops the positive skills and attitudes necessary to work both independently and collaboratively.
- Will be given equal opportunities to participate in all aspects of school life, with high expectations and ambition for every child and appropriate levels of challenge and support to enable them to achieve.
- Develops an understanding and respect for other races, cultures, gender, people with disabilities, religions and associated points of view.
- Understands the importance of and develops responsibility for keeping themselves physically and emotionally healthy
- Acquires a set of moral values and attitudes including honesty, respect, sincerity, trust and personal responsibility.
- Is supported in their spiritual, moral, social and cultural development
- Is equipped with the knowledge and cultural capital they need to succeed in life

## Aims of the PE Curriculum

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

**National Curriculum: Physical education programmes of study.**

### **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.

## Curriculum Design

### How the PE curriculum meets the needs of children at Yorke Mead

- *Daily Mile to improve overall fitness and stamina*
- *1:1 time supporting children with SEN to improve co-ordination and instruction following*
- *Introducing children to new sports and consolidating prior learning.*
- *A condensed curriculum that allows children to be immersed by a sport over a shorter period.*
- *Planning when sports are taught in the curriculum around when family competitions take place.*
- *A differentiated approach to learning that allows all children to progress within a lesson.*
- *A clear focus on developing applicable and transferable physical skills in order to compete effectively.*

### How the PE curriculum supports the development of children's reading

- Non-fiction texts used for guided reading/ comprehension activities.
- Research tasks centred on famous sportspeople -Jesse Owens for example.
- Class-based lessons (due to weather) to include opportunities to further their knowledge of rules and the history of the sport.

### How the PE curriculum supports children's spiritual, moral, cultural, social development

**Spiritual** – *enables children to consider their role within a team, promoting positivity and inclusivity through teamwork and encouragement.*

**Moral**– *children adhere to the given rules and restrictions of the sport/activity and are encouraged to show their competitive nature in a fair and honest way.*

**Cultural** – *introducing children to new opportunities and sports that are more commonly played in other countries and broadening their understanding of sport internationally.*

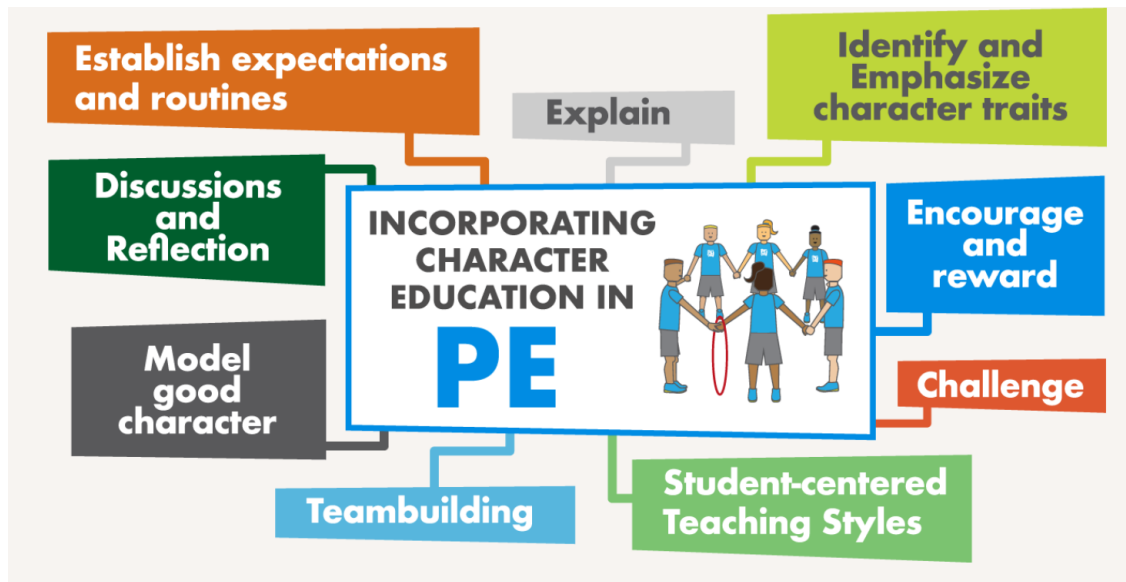
**Social** –*inspires a healthy competitive mind-set towards sporting competitions against other schools and each other.*

### How the PE curriculum supports children's emotional well being

A brief overview of how the PE curriculum supports the development of the whole child. Please read this in conjunction with the school document '*Personal Development at Yorke Mead*'.

<b>SMSC</b> Spiritual, Moral, Social & Cultural Development	<b>British Values</b>	<b>Character Education</b>	<b>Cultural Capital</b>	<b>5 Ways to Wellbeing</b>
	<b>British Values</b> <ul style="list-style-type: none"> <li>• Democracy.</li> <li>• The rule of law.</li> <li>• Individual liberty.</li> <li>• Mutual respect.</li> <li>• Tolerance of those of different faiths and beliefs</li> </ul>	<b>Character Education</b>  Develop as moral, civic, good, mannered, behaved, non-bullying, healthy, critical, successful, traditional, compliant or socially acceptable beings	<b>Cultural Capital</b>  The accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrate their cultural awareness	<b>5 Ways to Wellbeing</b> Well-being is central to teaching at Yorke Mead. It underpins every curriculum area and all children have specialist staff to work with.

<p>See above</p>	<p>See below</p>	<p>For many years, character (or moral) development has been cited as one of the many benefits of an effective Physical Education program. Essentially, character development is about helping students to become better human beings, as it emphasises moral traits such as kindness, respect, and fairness. Physical education has been recognised as “probably the most significant physical activity context for developing moral character”. We as physical educators have a huge opportunity to support the development of the whole-student – physically, intellectually, socially, affectively, and possibly even spiritually. This is where terms such as ‘sportsmanship’ and ‘fair play’ come into use, as many PE teachers and sports coaches around the world try urge students to model the behaviour expected of participants in sport and physical activity.</p> <p><i>The PE Project</i></p>	<p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. Cultural capital promotes social mobility and success in our stratified society. Cultural capital gives a student power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give students the desire to aspire and achieve social mobility whatever their starting point.</p> <p><b>How this links to Physical Development:</b></p> <ul style="list-style-type: none"> <li>• The Physical Education curriculum;</li> <li>• Healthy Eating policies and catering provision;</li> <li>• Anti-bullying and safeguarding policies and strategies, including the student-friendly policy and Student Anti-Bullying Charter;</li> <li>• The Health Education dimension of the CPSHE programme, including strands on drugs, smoking and alcohol;</li> <li>• The extra-curricular programme related to sports and well-being;</li> <li>• The celebration of sporting achievement including personal fitness and competitive sport;</li> <li>• Cycling proficiency training and Cycling to School Safely protocol;</li> <li>• Activities available for unstructured time, including lunch and break times;</li> <li>• Activity-based residential;</li> <li>• The curricular programme related to food preparation and nutrition;</li> <li>• Advice &amp; Guidance to parents on all aspects of student lifestyle;</li> <li>• The promotion of walking or cycling to school.</li> </ul>	<p>Connect with other children as a team and build a sense of belonging and self-worth, with the opportunity to share positive experiences.</p> <p>Being physically active is not only great for your physical health and fitness, it also raises your self-esteem helping you to set goals or challenges and achieve them.</p> <p>Learning new skills can also improve your mental wellbeing by boosting self-confidence and helps you to build a sense of purpose that connects you with others</p>
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## How British values links to PE in primary schools

British Values	School and Physical Education can provide	Possible Evidence
<b>Democracy</b>	<ul style="list-style-type: none"> <li>A code of conduct for the school that permeates all subjects, including PE.</li> <li>Pupils are taught about the need for different roles and different responsibilities, including team work and decision making.</li> <li>A pupil voice for PE &amp; School Sport (e.g. re curriculum, extra-curricular activities, kit).</li> </ul>	<ul style="list-style-type: none"> <li>Pupils know how to behave in PE in a way that is acceptable socially.</li> <li>Pupils understand and accept the roles of captain, vice captain, team players, coaches and volunteers.</li> <li>Pupils can work individually and in teams and make informed choices.</li> <li>Pupils are fully engaged in all lessons</li> <li>The extra-curricular programme is inclusive and activities are well attended.</li> </ul>
<b>The Rule of Law</b>	<ul style="list-style-type: none"> <li>Pupils are taught about age appropriate rules, fairness and respect, through a variety of PE activities.</li> <li>Pupils learn to work individually and in groups.</li> <li>An established ethos in PE with regard to how to win and lose fairly and understand good sportspersonship.</li> <li>Competition against oneself is encouraged in addition to competition against others.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can play within the rules in any activity.</li> <li>Pupils can understand the need for rules, adhere to them and can develop rules for activities that they create.</li> <li>Pupils adhere to and understand the rules of safety.</li> <li>All pupils can solve problems on their own or with others.</li> <li>Pupils demonstrate good social skills.</li> <li>Pupils know and adhere to the rules and social etiquettes related to any type of competition.</li> </ul>

British Values	School and Physical Education can provide	Possible Evidence
<b>Individual Liberty</b>	<ul style="list-style-type: none"> <li>PE recognises individual differences.</li> <li>There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework.</li> <li>Pupils are taught safely and about safety.</li> <li>There is a buddy and mentoring system in PE.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils respect individual differences and are confident to express their opinions and respect others' views.</li> <li>Pupils are able to make judgements about their own and others' performances.</li> <li>Pupils feel safe in curricular and extra-curricular activities and during off site visits.</li> <li>Pupils use the buddy and mentoring system to build confidence and this is apparent in how they work together.</li> </ul>
<b>Mutual Respect and Tolerance</b>	<ul style="list-style-type: none"> <li>Pupils are taught about historical, cultural and religious differences, through a variety of PE activities.</li> <li>The culture in PE respects cultural differences.</li> <li>Pupils are taught about the environment and different activity contexts.</li> <li>There are appropriate rewards and sanctions in PE for inappropriate behaviour.</li> <li>The school engages in competition and encourages competition within and across the community.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will know, understand and be able to articulate different styles of dance and the historical aspects of various activities.</li> <li>Pupils avoid stereotyping groups.</li> <li>Pupils can articulate their own beliefs.</li> <li>Pupils respect PE equipment and school buildings/facilities.</li> <li>Pupils respect the countryside and venues during off site visits.</li> <li>Pupils know the values of the school and PE, contribute to their development, and accept rewards and sanctions.</li> <li>All pupils can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations.</li> </ul>

## Organisation and planning

### Organisation

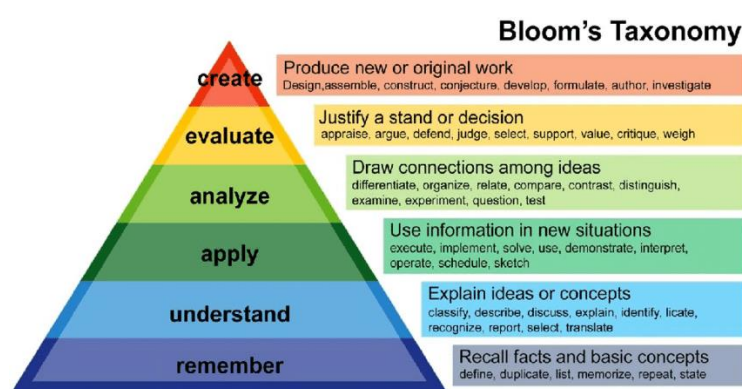
At Yorke Mead, we value the team approach and with this in mind we aim to group subjects together so that consistency across similar subjects is maintained as far as possible. This also means subject leaders are not working in isolation.

Physical Education is part of the *flourish* team along with PSHE, Mindfulness, and Forest School.

*The skills and outcomes of effective PE teaching is outlined in the Real PE scheme of work and this is evident across the school. The lessons from which are adapted and taught in KS1 all year round whilst KS2 planning is centred on specific sports and developing the skills required to compete at a high standard –utilising support and guidance from a weekly PSD member of staff.*

### Planning

Teachers at Yorke Mead are provided with a broad long term plan by subject leaders outlining the curriculum content and learning intentions to be covered throughout the year. It is the teacher's job to outline the delivery of this curriculum in a detailed medium term plan. There is no need for teachers to produce individual lesson plans for subjects other than English and Maths, which again may be paper or power point format. The purpose of this is to manage workload of the teachers and to ensure that time spent on planning is the most purposeful it can be to meet the needs of the teachers and the children.



In planning units of work teachers are mindful of the **Bloom's Taxonomy**, recognising that we cannot expect children to apply or analyse skills or knowledge unless we have given them time to both remember and understand this. Bloom's also supports differentiation of learning within the curriculum.

### Progression and Sequence of Learning

*The new role taken on by Mr Furlong requires him to take every class in the school once a week for one of their PE lessons and the other to be delivered by the class teacher-using Mr Furlong for support/guidance if necessary.*

### KS2

The previous approach to PE planning and delivering was for each class in KS2 to have two set slots for their lessons: one outdoor and one indoor in order for children to take part in two separate activities per week. For example: tag rugby (outdoor) and gymnastics (indoor). After speaking to teachers about what they thought of this, it was agreed that Yorke Mead should adopt a more condensed approach to allow children to be immersed in a sport and so they are fully aware of what they are doing in PE beyond simply the name of the topic.

Classes in KS2 now have 3 or 4 weeks in which they will complete an indoor PE unit consisting of 6 to 8 lessons such as volleyball, gymnastics or dodgeball before moving onto an outdoor sport such as netball, basketball or football or vice versa.

The planning also takes into account the family competitions calendar provided by Three Rivers & Watford School Sports Partnership so that the children are able to appropriately prepare for these competitions against other local schools and enable teachers to identify individuals who show promise

that will give the school the best chance for success. Units such as golf, dodgeball, basketball and handball have all been added to the curriculum this year to give every child the opportunity to represent the school in a competitive setting and to introduce them to a new sport that they had never thought of trying.

The planning for each of the sports in KS2 breaks up each element of the game into 5 or 6 lessons before the final lesson which acts as a mini-class tournament in order for the children to demonstrate and apply the skills they have acquired over the previous 3 or 4 weeks- ready for any upcoming family competitions.

*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.*

## **KS1**

KS1 do not cover individual sports unit and therefore their approach to PE needs to focus on developing their fine and gross motor skills in an engaging/ competitive way to prepare them for future sporting opportunities. KS1 will have hall slots for their lessons but will be also working on one unit twice a week until it is completed, and the hall may not be essential to the lesson's success. One lesson will be taught by Mr Furlong and the other by the class teacher, utilising and adapting the Get Set 4 PE scheme of work to develop key skills that will contribute to future activities/sports.

*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*

The Physical Education Expert Group Guidance on Assessment: National Curriculum (2014) Members of the Physical Education Expert Group November 2014

## **Early Years**

All aspects of our curriculum for Key Stage One and Two build from the Early Years curriculum, which is centred around the needs and interests of the Early Years children at Yorke Mead. Whilst this policy is relevant to all stages of education at Yorke Mead it is essential this is read in conjunction with the EYFS policy. Mr Furlong will be working with both Reception and Nursey once a week, following lesson guidance from Get Set 4 PE which will give the children the opportunity to establish fundamental skills that can be developed in KS1.

This PE curriculum policy should be read in conjunction with the following policies:

- Yorke Mead curriculum policy
- Teaching and Learning Policy
- Early Years Foundation Stage (EYFS) Policy
- Personal development at Yorke Mead



## Assessment for Learning

Effective assessment in physical education engages supports and motivates pupils to become competent, confident, creative and reflective movers. It can support and encourage young people to work together in order to excel in physically demanding and competitive activities. Approaches to assessment must be meaningful and embedded throughout a high-quality physical education curriculum; which enables learners to make progress and improve their attainment. Although locally determined and child-centred, physical education must be situated within a whole school approach to assessment and support a child's development across the whole curriculum.

Teachers should adopt a range of assessment approaches that motivate young people to make progress in PE e.g. pupil-led assessment, peer assessment techniques, self-assessment and reflection, use of video, journals, whole-class discussion and teacher assessments. Teachers and pupils should consider the broader context of learning in the physical environment including the social, emotional, thinking and health-related aspects of learning and how young people progress across all of these domains.

Teachers and schools should be able to evidence and demonstrate the ongoing progress that a child makes through a range of recordable measures. These might include, for example, recording through use of mobile technology, pupil journals, peer written reflections, photographic evidence, practical performance and teacher observations. Detailed evidence can be used to help inform a teacher's judgement regarding pupils' progress across the attainment target for their key stage. Pupils should have a clear understanding of how they can make progress with clear understanding of expectations.

Table 1: Primary physical education key areas for assessment

Key Stage 1	Key Stage 2
Develop fundamental movement Physically motivated and confident Socially engaged	Applies and develops movement Effective in working together Reflective learners
<ul style="list-style-type: none"> <li>• Fundamental movement skills</li> <li>• Agility, balance and coordination</li> <li>• Competes with self</li> <li>• Competes with others</li> <li>• Cooperates with others</li> <li>• Physical confidence</li> <li>• Can evaluate and recognise success</li> </ul>	<ul style="list-style-type: none"> <li>• Apply skills in different ways</li> <li>• Link and sequence actions</li> <li>• Communicate</li> <li>• Collaborate</li> <li>• Compete</li> <li>• How to improve in sports and activities</li> <li>• Evaluate and recognise success</li> </ul>

Assessment is embedded within every lesson and includes clear objectives for learning, activities that support pupils' progress to meet the learning objectives, and success criteria that challenge learners. Progression for learning is planned across the whole physical education curriculum and may support the learning in other curriculum subjects e.g. aspects of literacy, number, use of space, shape and measure.

The Physical Education Expert Group Guidance on Assessment: National Curriculum (2014) Members of the Physical Education Expert Group November 2014

## Inclusion

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

- Currently higher attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)



Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Safeguarding and Safe Practise**

In all areas, at all times, staff at Yorke Mead are aware of safeguarding responsibilities and health and safety. Some aspects of learning naturally require greater need to be aware of planning for safe practise than others. Where there is any form of risk to children staff will have completed a risk assessment to manage this risk and ensure procedures minimise or remove the risk. The school has a number of generic risk assessments to cover those aspects where risk will be evident at all times such as:

- *Yorke Mead PE risk assessment (Covid 19)*

There are times when children may be more likely to disclose a safeguarding concern, perhaps during class discussions about what sports or activities children take part in outside school. Should there be a concern or disclosure from a pupil, staff will always follow the school safeguarding policy.

For each lesson, long hair must be tied back and stud earrings removed or taped (so the back is not a safety concern). No watches should be worn. Jewellery is not allowed in school for any lessons unless it has a religious significance. Children who have asthma should ensure they bring inhalers to all PE lessons along with those with EpiPens who are allergic to something they may encounter during the lesson. Children with diabetes should be monitored closely and an additional adult should be present in case blood sugar changes and immediate action is needed.

## **The role of the PE subject leaders**

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy and specific subject and that:

- All required elements of the PE curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- Long term planning is available for PE to support individual teachers in their planning
- The amount of time provided for teaching PE is adequate and the curriculum meets the aims and objectives for each year group.
- Standards within the PE are monitored, meet the expectations and that the head teacher and phase leader is informed of any concerns around this.
- Resources required to deliver the PE curriculum are available and accessible to staff.
- The policy and practise within PE is updated to reflect current educational research in consultation with the Head teacher, SLT and governors.
- Supporting staff to have the pedagogical understanding necessary to successfully teach the PE curriculum, and any required training is brought to the attention of the senior leadership team.
- The school's procedures for assessment meet all legal requirements
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum, allowing the most appropriate individual curriculum needs to be met in consultation with the Head teacher and school SENDCo.

- Proper provision is in place for pupils with different abilities and needs, including children with SEND policies.
- Link governors are kept up to date with policies and procedures linked to PE.

**This policy should be read in conjunction with the Yorke Mead Curriculum Policy. The following sections are as listed within this policy:**

- **Legislation**
- **Roles and responsibilities**
- **Monitoring, reporting and evaluation**

### **Policy Review**

This policy will be reviewed every three years by the headteacher, senior leadership team and governor curriculum team. At every review, the policy will be shared with the full governing board.

### **Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Inclusion Policy
- Relationships Education, Sex and Relationships Education (SRE) and Health Education Policy
- Pupil Premium Policy

### **Appendices**

- *PE coverage 2020-2021*
- *Real PE scheme of work*
- *The Physical Education Expert Group Guidance on Assessment: National Curriculum (2014) Members of the Physical Education Expert Group November 2014*
- *Yorke Mead PE curriculum*
- *PE action plan 2020-2021*
- *National Curriculum: Physical education programmes of study.*
- *The PE Project*