

Windmill Primary School

Physical Education Policy

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Through P.E. we develop the specific skills necessary to be good at sport and also embed an understanding of the importance of being fit and healthy. We use P.E. as an opportunity to teach and reinforce our school values such as co-operation, team work, positivity and courage. Growth mindset is integral to our sporting ethos and is at the heart of our school culture.

Date adopted: November 2023

Signed (chair):

Signed (headteacher):

Date policy will be reviewed:

Introduction

Windmill Primary School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that P.E. offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. In order to maximise the quality of teaching and learning the subject coordinator is responsible for providing school staff with high quality equipment, lesson plans, resources, schemes of work and training/CPD opportunities.

Children are taught to appreciate the importance of a healthy and fit body, and begin to understand factors which affect health and fitness. To support this we offer a wide range of after school outdoor and sporting education opportunities for children throughout the school. All children are encouraged to join clubs and extend their interest and involvement in sport. Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school. Pupils are consulted and directly involved in improving P.E. in the school through School Council, the Learning at Windmill (L.a.W.) group, whole-school pupil surveys and informal discussions.

Aims

Physical development

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.

Social and emotional development

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play and sporting behaviour.
- To learn to manage the emotions of victory and defeat.

Cognitive development

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To be able to evaluate performance and act upon constructive criticism.
- To understand that using the correct technique will improve accuracy and individual performance.

Spiritual, moral and cultural development

- To develop a positive attitude to themselves and others
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure
- To treat your team, the opposition and the referee with respect
- To raise self-esteem through opportunities to celebrate sporting success

The P.E. Curriculum

At Windmill Primary we use the 'Real P.E.' scheme of work to ensure a balanced, progressive P.E. Curriculum, which covers the statutory requirements for the Early Years Foundation Stage and the P.E. National Curriculum. The Real P.E. approach blends stories, themes and topics with physical activity, skills, games and personal challenges. Teachers also select from a variety of other resources available to support particular aspects of the subject or curriculum, especially sport-specific lessons and schemes created by professional bodies of that sport.

Pupils in both KS1 and KS2 engage in two hours of high quality P.E. during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities, such as Forest School and the year six residential activity week (caving, rock climbing, canoeing, surfing).

Swimming

Our aim is for all children to be able to swim at least 25m by the time they leave school/finish school swimming lessons (currently year four and year five attend the pool). Therefore, swimming lessons are compulsory for all children in years four and five. We have a highly and specially trained group of Teaching Assistants who work alongside an external qualified swimming instructor. Pupils swim with their class and are assessed in their first session each year, before joining an ability-based group, so as to best cater for their development in the pool. Groupings are flexible and dynamic, and children who make accelerated progress can be moved up a group, when and where appropriate. We recommend appropriate swimwear, i.e. a swimming hat (these are available at cost price from school if a parent needs to buy one, or are lent to pupils who have forgotten it), one piece costume/trunks or short shorts (i.e. nothing baggy that would cause extra 'drag').

Curriculum Differentiation

Our teachers to use the 'STEP' principles for differentiating activities:

S = change the space available (e.g. increase/decrease playing area and/or target)

T = change the task (e.g. modify rules, increase/decrease repetitions)

E = change the equipment (e.g. softer balls, smaller/larger balls, different sized bats)

P = change the people (e.g. individual, partner, team-based, different size teams)

Staff development

Class teachers take responsibility for planning, teaching and assessing the P.E. curriculum for their class. All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff are comfortable and competent in the area of activity being taught and must indicate where they feel they need support so that appropriate support can be given, by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses must provide feedback/disseminate the information. The subject coordinator advertises and promotes CPD opportunities regularly via email. Visiting coaches of a range of sports visit our classes throughout the year and teachers are required to shadow the coach in lessons, in order to develop their own pedagogy.

Pupil leadership development

At Windmill we recognise the importance of P.E.'s potential to develop leadership and responsibility amongst pupils. Every year we host a partnership sports event, attended by over 2,000+ children from 8 local primary schools. In advance, all of our year 5 and 6 children are trained in the activities and lead groups as they rotate around 12 different sporting events. r lead whilst expanding the range and quantity of clubs on offer to the children.

Safeguarding

All adults working with children in school are checked by the school office for appropriate DBS clearance. This includes coaches working for a term at a time, as well as staff working on a one-off basis or with clubs. Children in Year 5 and 6 are not expected to change together.

P.E. Kit and Safety

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury:

- Children should dress in shorts/tracksuit bottoms and t-shirts of their house colour
- Children will work in bare feet indoor when appropriate (e.g gymnastics, using the apparatus)
- Plimsolls or trainers are worn for outdoor games
- A plain jumper or standard school jumper can be worn for extra warmth
- Jewellery (including watches) is not to be worn
- Long hair should be tied back and rigid headbands should be removed
- We are respectful of all beliefs – to ensure the safety of pupils, if headscarves are worn they should be of the type which are not fixed, therefore removing the risk of strangulation

Out-of-School-hours Learning

Our extra-curricular programme compliments the range of activities covered in curriculum time. The wide range of clubs we offer includes dance, games (e.g. football, rugby, tennis, hockey), gym and athletics. At the beginning of each term, we publish a timetable of clubs. The extra-curricular content is varied, including competitive and non-competitive and team and individual based clubs appropriate for all pupils. We openly encourage new sports and have supported county and nationwide initiatives to promote and raise participation (e.g. badminton, Fiitball, street hockey, table tennis).

Competitions

We value the opportunities that competitions provide for pupils to represent themselves, our teams, and our school. We make significant effort to attend any competitive opportunity offered, in any sport, in any location. These include a range of inter-school fixtures, tournaments and festivals within, and sometimes outside (e.g. Boys/Girls Football "Open 7's" County and National Finals) the partnership. Sporting values are always emphasised over winning and our teams are expected to display the highest standards of behaviour when representing Windmill.

Links with other subjects

Teachers recognise the cross-curricular opportunities that P.E. provides – it can easily be linked with many other subjects, e.g. Literacy, (recount/report/ instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

Equality

All aspects of P.E. are taught in such a way as to include all children, regardless of gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies. As in all subjects, lessons are adapted for pupils when and where appropriate. Pupils' religious beliefs are respected, for example during Ramadan we understand that children may be low on energy and may not be able to take part in part or all of a P.E. lesson. We also appreciate and understand that not all pupils will be able to take part in all aspects of P.E., depending on the needs of the individual.