

**River Primary School**  
**Physical Education Policy**

**Our school policies reflect our commitment to an inclusive, creative and exciting curriculum, based around high quality teaching and learning.**

**PURPOSE OF STUDY**

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.

**CURRICULUM DRIVERS in Physical Education**

**Collaboration:** Ensuring children become physically literate through regular opportunities within PE and Sport, such as problem-solving challenges, peer reflection and leadership opportunities. Children are encouraged to collaborate in different ways in order to widen and improve their communication skills, for example termly intra-sport. This in turn, promotes positive social interaction through developing such skills as negotiation, working with different groups of children and giving and receiving instructions. In Key Stage 2, opportunities to engage in officiating games, encourage children to take a different role and extend their outlook on the game, rather than always from that of a participant of the game, reinforcing the rules and values of the game. E.g Respect. Children are given opportunities to represent the school as part of a variety of teams, this further extends their application of skills in a game whilst collaborating with their peers effectively to achieve success.

**Initiative:** Learning will be fun and we want children to embrace physical opportunities. Providing inspiration through initiatives such as Chance to Shine, Race for Life, Forest School and also exploring the lives of athletes, encourages children to go beyond school-based experiences and make links to local community clubs. Children are encouraged to use their initiative to explore skills as an individual or within a group. Children will of course develop resilience and will need to make decisions and use their initiative to modify approaches. They will need to consider how to improve and apply their skills, adapting what they do in response to an opponent or when reflecting on performance and ways to progress. Opportunities for children to use their initiative are provided through such things as Sports Captains and Playmakers. Playmakers across the school develop their leadership skills through planning, resourcing and leading active play for their peers. They engage in initial training and then are encouraged to lead small games, building their confidence, whilst also building that of the children they work with. In Year 6, sport education provides children with the opportunity to execute a role within sport, effectively, within a given amount of time. This encompasses self- led research, valuing peer feedback and developing the resilience and flexibility needed to fulfil their role as part of a wider team. Our curriculum throughout the school, supports children in making and justifying their own decisions. For example, in Dance, where children are in control of their movement selections in order to create and perform a routine.

**Diversity:** Children are taught to recognise and understand their responsibilities towards themselves and others through exposure to and engagement in competitive and non-competitive inclusive sporting opportunities. They will learn respect for all, developing

knowledge and understanding of a variety of different skills and cultures through engaging in sports weeks, focusing on countries from around the world. However, teaching respect for others through Physical Education, goes beyond fitness and games. Successfully creating an environment where children can grow in confidence, feel comfortable and safe to explore, express themselves and make mistakes is a true reflection of an appreciation of our similarities and differences. We use the messages promoted by the Premier League to reinforce core values such as the Rainbow Laces initiative and Racism in sport. Children are taught to be fair, objective and respectful towards the opinions and practices of others, even if they differ from their own. We encourage children to develop a tolerance towards each other's ideas and articulate their thoughts and feelings.

## **AIMS**

The national curriculum for Physical Education aims to ensure that all pupils:

- are physically active for sustained periods of time
- develop competence to excel in a broad range of physical activities
- engage in competitive sports and activities
- lead healthy, active lives

## **SUBJECT SKILLS**

At River all Physical Education lessons are taught using Teaching Games for Understand (TGfU): an inquiry-based approach to teaching and learning, with a learner centred approach. All lessons adapt a Play Teach Play structure. Children are given time to explore the skill identified by the Learning Objective using knowledge that they have previously acquired, (*acquiring and developing*) Class teacher demonstrates the correct skill acquisition, (*acquiring and developing*) children then select and return to the learning situation applying the correct skill. (*selecting and applying skills, tactics and compositional ideas*) Throughout the lesson questioning is used to elicit thinking and to support assessment using success criteria set by children and class teacher. The use of ICT supports children to reflect and identify ways to improve and develop the skills required to ensure that the learning outcome is achieved. Every lesson ends with children evaluating their performance and personal challenge for improvement. (*Evaluating and improving performance*)

Specific vocabulary to area of learning is used and taught to all children. Links to the wider aspect of physical education and sport are identified and shared by the class teacher, for example how throwing and catching links to a variety of games such as netball, cricket and rugby.

To support learning and share ideas within dance and gymnastics, lessons begin with the use of video clips demonstrating good examples of the learning outcome. Children use and adapt these ideas to ensure that the learning is child led. Posters to support learning within gymnastics are also available.

## **SUBJECT CONTENT**

### **PE in EYFS**

Physical Development is a prime area in the EYFS, and subsequently we encourage the physical development of our children as an integral part of their learning. There are two strands under Physical Development;

**Gross Motor Skills** - 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.

**Fine Motor Skills** - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

We encourage the children to develop confidence and control in the way they move, and the way they handle tools and equipment. Children in the EYFS access time and space to enjoy energetic play daily, we give all children the opportunity to undertake activities that offer appropriate physical challenge (fine and gross motor), both indoors and outdoors, using a wide range of resources to support specific skills. Furthermore, EYFS children develop their physical competence through specific PE lessons, which give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. Activities are planned where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. All developing their fundamental skills. All of these skills and acquired knowledge are then built on when children enter Key Stage 1. Children in EYFS, have a termly session at Forest School to develop levels of confidence, independence, teamwork, resilience and perseverance to achieve challenges set and to become committed and reflective learners. This also develops fine and gross motor skills and importantly encourages children to enjoy being active and to understand the importance of outdoor activities linked to well-being.

### **Key stage 1**

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.

#### **Pupils should be taught about:**

- 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.

### **Key stage 2**

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 should be taught about:**

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 and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- 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.

## **CROSS-CURRICULAR LEARNING**

We approach learning through cross-curricular themes so that children make links and see the relevance of their learning in different subjects. More detail can be found in our Curriculum Policy and on our school website [www.river.kent.sch.uk](http://www.river.kent.sch.uk).

Consistent with our curriculum aims, we identify learning by subject so children know when they are learning Physical Education. This ensures that the integrity of the subject is not degraded and children acquire the underlying knowledge needed to access the subject in later years, including the acquisition of specific subject vocabulary.

## **ASSESSMENT AND REPORTING**

### **Assessing and Reporting**

Assessment of Physical Education at both KS1 and KS2 is based on teacher assessment. Pupils will be assessed, and their progression recorded in line with the school's Assessment Policy. Teachers make judgements by assessing the answer to the inquiry question alongside the progress made against key learning objectives throughout the unit. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' use of key skills and performance with them
- Teacher assessment against the key learning objectives
- Pupils' self-evaluation of their skills and performance against set success criteria
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

### **Reporting**

Teachers enter assessment data into the schools reporting system twice a year. Parent consultations provide a formal opportunity to discuss both progress and attainment. Pupil annual reports shared with parents in July, provide a formal report of attainment in Physical Education.

### **Subject Specific Assessment**

Children's knowledge and skills within Physical Education are assessed using formative assessment, offering instant feedback on ways to develop and improve their performance. Termly overviews identify the key learning for each year group within games, gymnastics and dance. The use of questioning is used to elicit understanding and ways skills link to the wider

aspect of physical education and sport. The success criteria set at the beginning of each lesson, forms the criteria that all children are assessed against. Subject specific vocabulary is assessed using pupil voice.

### **Subject Leader Evaluation, overview of Assessment and Monitoring**

To ensure best practice, the subject leader has been involved in curriculum review and has worked with the teaching team to ensure that our current curriculum is well-designed to include all the required aspects of Physical Education, whilst making it relevant to our children in our context. In taking this approach, we capitalise on the locality and learning from direct experiences as far as possible.

To evaluate the impact of the curriculum and the quality of teaching and learning, the subject leader works alongside the senior team to monitor standards of teaching and learning. This is achieved through evidence gathering such as: a structured approach to planning, lesson visits, conversations with teachers, conversations with children together with the outcomes of their learning.

### **Equality in the curriculum**

The two strands to ensuring equality in the curriculum

**Equality of access to learning:** This means that we have a responsibility to ensure that all children, regardless of their profile, have **access to the same opportunity** to learn within each subject. This means that adaptations need to be made to resources and facilities, ensuring that children feel safe and any barriers to learning are addressed. This is the means to give each child and **equal chance of success**.

**Equality as part of the Curriculum:** This means that our topics for study reflect the diverse population and that our curriculum supports social inclusion through promoting acceptance and appreciation of the similarities and differences of ourselves and of others. Our focus on diversity as a driver reflects our commitment to equality. Through valuing diversity, we learn to expect, respect and value difference in others. We aim for children to recognise and understand their responsibilities towards themselves and others.

### **Children with Special Educational Needs or Disabilities**

We have a firm commitment to inclusion so that appropriate adjustments are made for children with special educational needs or disabilities. All children in school have an entitlement to a full education and we will modify and differentiate the curriculum to ensure access to the curriculum for all children.

### **Gifted and Talented Children**

We have a commitment to meeting the needs of all children, including those with an aptitude in one or more areas. It is our responsibility to maximise knowledge, skills, strengths and talents in all children, enabling them to extend and develop their potential. Gifted and talented children are recognised as having particular learning needs and the curriculum is extended in this subject through learning challenges to ensure that positive learning and progress is sustained.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Chair of Learning and Development Team

## **Linked Documents**

Whole School Long Term Curriculum Plan  
Year Group Medium Term Curriculum Plans  
Year Group termly overviews