



## Blessed Robert Widmerpool Catholic Voluntary Academy

### **Physical Education Policy**

*An athlete is not crowned unless he competes according to the rules. 2 Timothy 2:5*

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.

These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking about, then selecting and applying skills. It promotes positive attitudes towards a healthy lifestyle. Thus we enable pupils to make informed choices about purposeful, physical activity throughout their lives.

### **Aims**

To enable children to:

- Become skillful and intelligent performers;
- Acquire and develop skills, performing with increasing physical competence and confidence;
- Select and apply skills, tactics and compositional ideas in a variety of situations;
- Develop their ideas in a creative way;
- Set targets for themselves as individual performers and become effective members of a team;
- Understand what it takes to persevere, succeed and acknowledge others' success;
- Respond to a variety of challenges;
- Take the initiative in improving aspects of their own performance;
- Discover their own aptitudes and preferences for different activities;
- Make informed decisions about the importance of exercise in their lives;
- Develop positive attitudes to participation in physical activities.
- Evaluate own and others performance

### **INTENT**

At Blessed Robert Widmerpool we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our chosen PE scheme of work (Get Set 4 PE) is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning. 'Get Set 4 PE' focusses on developing children's sporting skills in a sequenced and progressive manner through modelling, practising and application. Children also have a choice of challenges to choose from within their lessons allowing them to achieve their own personal best.

### **IMPLEMENTATION**

We have recently adopted Get Set 4 PE scheme (April, 2020) to teach our PE across the school. This scheme ensures that children are given a wealth of opportunities to develop their physical movement skills as well as achieving whole child objectives. In the Foundation Stage children begin to develop the foundations of movement through accessing the Physical Development strand of Development Matters and Birth to 5 Matters. This is taught discretely within the

continuous provision throughout the day and through some focus activities. The children are encouraged to develop confidence in and control of the way they move, and the way they handle equipment. All children are given the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. All children in Foundation Stage will begin formal PE sessions during the Autumn Term using the Get Set 4 PE lesson plans.

Our PE lessons in KS1 and KS2 are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term).

The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. These plans show how the teaching units are distributed across the year groups in a sequence that promotes both curriculum continuity and progress in children's learning. These are presented online for public viewing as part of Whole School PE coverage and curriculum mindmaps.

The medium term plan identifies learning objectives and outcomes for each unit in a year group and suggests teaching activities that will enable these to be achieved. It shows a sequence of activities that will promote progression and an estimate of time each unit will take. There is a clear focus in planning of how skills are built upon and how they will be used in competitive sport.

Short term planning is provided by the 'Get Set 4 PE Scheme,' it provides opportunities for all children of all abilities to develop their skills, knowledge and understanding in each activity area. It is the class teacher's responsibility to access these plans from the scheme. A series of lessons takes the children through the steps they need to follow to meet the learning objectives and complete the core tasks with quality and confidence. All planning reflects a commitment to taking learning outside and provides high quality outdoor learning opportunities at every available opportunity. The school hall space is also made available for the teaching of dance, gymnastics and other PE if bad weather poses a risk to children's safety.

In KS1 and KS2 children have at least 2 hours of quality PE sessions a week following the prescribed Get Set 4 PE plans. In a PE session you will see:

- Consistency in routines including an introduction and warm up, skill development and plenary
- Collaboration and opportunity for partner discussion
- Opportunities for children to work independently and together
- Opportunity for children to perform and feedback
- Subject specific vocabulary that builds on previous learning/year groups
- Progression in equipment used with year groups

Teachers are not required to make statutory judgements about children's attainment in relation to attainment targets and level descriptions for P.E. at the end of Key Stages 1 and 2, nor are they expected to keep detailed records of each child's progress in relation to learning outcomes. However teachers will use the level descriptions in their planning and evaluation of children's work to ensure they are making progress.

Teachers will, when appropriate, give verbal feedback to pupils during lessons to help them assess their own performance and set targets for improvement.

Teachers note on short term plans significant evaluations to provide information on or for:

- A child's progress which is markedly different from that expected of the majority
- Giving feedback to parents in discussion or in a report

- To help plan future work
- To set targets for children to improve performance

Our teachers assess the children's work in PE, by making informal judgements, as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the BRW KSP document which is an amalgamation of documents from the Get Set 4 PE Scheme; progression of skills document, progression ladders and knowledge organisers. (These are presented online for public viewing)

Children's progress at swimming from Year 1-6 is carefully monitored by class teachers and forms a key part of transition meetings between teachers in the Summer terms. Data collected from Swimming is also monitored by the PE Lead. The Year 6 Swimming data is included within the 'Evidencing the Impact of the Primary PE and Sport Premium document.

In Foundation Stage Two, the class teacher will make a best-fit judgement on Early Learning Goals at the end of the year within the 'Physical Development,' strand for both 'Gross Motor Skills and Fine Motor Skills. The final data to be submitted centrally is completed in June.

## **IMPACT**

Our curriculum is designed so that children are taught a variety of activities throughout their key stage and there is a progression journey through all of these. Each area of PE also has a progression ladder which shows progression from EYFS to Year 6. Children also deepen their understanding of PE, year on year, by being introduced to specific vocabulary which is also mapped on a vocabulary pyramid for each area. Children have the opportunity to take part in extra-curricular activities and demonstrate their new skills in intra and inter sports competitions. All children also have the opportunity in the summer term to take part in a sports day. Children will become confident within the different strands of PE and show resilience when tackling new skills

### **Links With Other Curriculum Areas**

#### **English**

PE contributes to the teaching of English by encouraging children to describe what they have done and to discuss how they might improve their performance. Links are made by teachers between peer/self assessment used in class and in PE.

#### **ICT**

As statute, all classes have access a range of IT equipment to ensure high quality learning and teaching. Effective use of ICT is particularly emphasised in the evaluation and improvement process. Successes and achievements are shared on BRW school website and blog ([www.brwacademy.com](http://www.brwacademy.com)).

#### **Numeracy**

Children are encouraged to use shapes in their creative movements. PE encourages the measuring of distances and breathing rates, the use of stopwatches to record time and tables and graphs are created using these results.

#### **History**

Children are encouraged to explore the historical origins of sport and famous sports people. This is a particularly large focus around Olympic/World Cup/Common Wealth Games competition years.

#### **Science**

PE encourages the promotion of a healthy lifestyle, alongside healthy eating and keeping ourselves safe and well.

## **Geography**

Children are encouraged to use geographical knowledge and skills when taking part in orienteering events.

## **Personal, Social And Health Education (PSHE) And Citizenship**

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about their lifestyle.

## **Spiritual, Moral, Social And Cultural Development**

The teaching of PE offers opportunities to support the social development of children through the way they are expected to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

## **Key Skills**

The Key Skills covered in the PE curriculum are:

- Communication
- Working with others
- Improving their own learning and performance
- Problem solving

## **SEND**

PE is taught to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with physical and learning difficulties and work in PE takes into account the targets set for individual children in their Individual or Class Provision Maps.

## **The Role of the Subject Leader for PE**

The subject leader is responsible for the development of a high quality physical education and out of school hours sport program within school.

The role of the coordinator is to:

- To support their colleagues in teaching high quality physical education and school sport
- To work with the School curriculum team in developing school sport in school
- To develop and implement an out of school hours programme for physical education and sport
- To make effective use of community providers to support physical education and school sport
- To make effective use of appropriate adults other than teachers (AOTTs) and young people as leaders, coaches and officials to support physical education and school sport programme.
- To contribute to the ongoing monitoring and evaluation of the programme.
- To utilise School Sports Premium funding to ensure school PE Action Plan targets are set and achieved
- To liaise with children, teachers and parents to ensure high quality PE provision

Children's progress at swimming from Year 2-6 is carefully monitored by class teachers and forms a key part of transition meetings between teachers in the Summer terms.

## **Resources**

There is a wide range of resources to support the teaching of PE across the school. For the Foundation Stage, equipment is stored in the garage and shed. Small equipment for KS1 and KS2 is kept in the PE store, and this is accessible to children only under adult supervision. By so doing, the children learn to handle equipment safely. The children use the school field and playground for games and athletics activities and the local swimming pool for swimming lessons.

## **Health And Safety**

The general teaching requirement for health and safety applies in this subject. Children are encouraged to consider their own safety and the safety of others at all times. Children are expected to change for PE into the agreed clothing for each activity area. Teachers set a good example by wearing appropriate clothing when teaching PE. Teaching Assistants also support this.

Jewelry should be removed for PE lessons. Staff should always give a verbal reminder to children and, where necessary, visually monitor the group and/or individuals.

Children who have recently had ears pierced may wear small studs, suitably covered by the child in class. Teaching staff are not able to cover earrings.

Children may not swim with any earrings in due to the restrictions imposed by Nottingham City Council.

Teachers are referred to the relevant sections of "Safe Practice in Physical Education" published by BAALPE and must follow the recommendations made.

## **Monitoring And Review**

The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the subject leader and SLT. The role of the team involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The coordinator informs the SLT of their evaluation of the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader has specially-allocated, regular management time in order to review evidence of the children's work, update development plans and work alongside teachers to support and evaluate learning and teaching across the school.

Staff training will ensure this process of monitoring and review is effective, so maintaining high standards in learning and teaching.

Details of the impact of the SSP can also be found in the annual Impact of SSP Funding Report.

## **Extra-Curricular Activities**

The school provides a wide range of PE-related activities for children from FS2- Year 6. These encourage children to further develop their skills in a range of the activity areas.

Clubs are led by teachers, teaching assistants and external coaches. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools in both a competitive and non-competitive form. This introduces a **clear competitive element** to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

This policy will be reviewed in October 2023