

# Woodlands Primary School



## PHYSICAL EDUCATION POLICY & STATEMENT OF INTENT

<b>Status:</b>	Current	
<b>Date Adopted by Governing body:</b>	January 2020	
Created by Rebecca King	October 2024	
<b>Review by Curriculum Committee:</b>	October 2026	2 years

## **1. Statement of Intent**

At Woodlands Primary School all children follow a broad and balanced curriculum that includes the ten National Curriculum subjects, SMSC and Religious Education. Our broad and balanced curriculum also includes Design Technology, History, Geography, Art, Music, Physical Education (PE), French and Personal Social and Health Education.

At Woodlands Primary School we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of our PE curriculum is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills such as fairness and respect as well as providing them with opportunities to take part in competitive sport.

Our aims in teaching Physical Education are that all children are encouraged to:

- Develop competence to excel in a broad range of physical activities
- Be physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

## **Implementation**

Pupils at Woodlands participate in high quality PE and sporting activities, consisting of one PE session a week. Our PE programme incorporates a variety of sports and physical activities to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We use a PE scheme called Complete PE to help inform our lessons. We provide opportunities for all children to engage in extra- curricular activities before and after school including football, running, Zumba and rugby, in addition to competitive sporting events. Every year we take teams to football and rugby tournaments and enter children into the Salisbury schools Mini Marathon event in May. This is an inclusive approach which endeavours to encourage not only physical development but also well-being for all pupils.

## **Impact**

A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. At Woodlands, we strive to ensure that all pupils, regardless of ability, have the opportunity to represent their school in sporting events. We provide opportunities for children 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.

- Children have an understanding of the importance of diet and exercise.
- The school has achieved the Bronze Award for Sporting Excellence.

## 1. Teaching and Learning

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of others. Each week a PE star is chosen and given a Sport Star certificate in assembly on a Friday. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes, children have a wide range of physical abilities. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as an 80 m sprint);
- Setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the long jump);
- Grouping children by ability, and setting different tasks for each group (e.g. different games);
- Providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

PE contributes to teaching in other areas of the curriculum in the following ways:

- PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.
- PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.
- 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 these things.
- The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them 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 cooperate 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.

## 2. Assessment

- Progression and achievement is tracked against National Curriculum learning objectives and is recorded on the INSIGHT assessment tracking system.
- End of unit challenges to observe classes and to track progress of pupils through their current unit of work.

### 3. Planning and Resources

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 devises this plan. We use schemes of work (Complete PE) as the basis for our medium-term plans. This gives details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

Class teachers use a lesson plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis. These lesson plans are taken from the units of work and are adapted to meet the specific requirements of classes and individuals. We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school. Occasionally, we employ specialist coaches to lead sessions and when this happens, the class teacher is always present.

### 4. Organisation

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Ball skills - Feet	Gymnastics - Moving	Dance - Nursery rhymes	Gymnastics - High, low, over, under.	Locomotion - Walking and Jumping	Ball skills - Hands
1	Ball skills - Feet	Gymnastics - Wide, narrow, curled	Dance - The Zoo	Gymnastics - Body parts	Locomotion - Running and Jumping	Ball skills - Hands
2	Ball skills - Feet	Gymnastics - Linking	Dance - Explorers	Gymnastics - Pathways	Locomotion - Dodging and Jumping	Ball skills - Hands
3	Football	Gymnastics - Symmetry and Asymmetry	Dance - Weather	Tag Rugby	Athletics - Running, throwing and jumping	Cricket
4	Football	Gymnastics - Bridges	Dance - Space	Tag Rugby	Athletics - Running, throwing and jumping	Cricket
5	Football	Gymnastics - Counter balance and tension	Dance - Greeks	Tag Rugby	Athletics - Running, throwing and jumping	Cricket
6	Football	Gymnastics - Matching and mirroring	Dance - Carnival	Tag Rugby	Athletics - Running, throwing and jumping	Cricket

**Swimming and water safety is taught in Y6 in the summer term as addition to their usual PE lesson.**

## 5. The National Curriculum

### Early Years Foundation Stage:

#### Physical development

This involves providing opportunities for children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

#### ELG 04 Moving and handling:

- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.

#### ELG 05 Health and self-care:

- Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

#### ELG 17 Dance

- They represent their own ideas, thoughts and feelings through Music and Dance.

#### 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 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.

#### 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 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.

## **6. Equal Opportunities**

At Woodlands Primary School, we are committed to providing a learning environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

## **7. Inclusion**

All pupils are entitled to access the PE curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies. Tasks, as well as teaching, are well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging PE curriculum and this is supported by the number of sporting clubs on offer throughout the year.

We expect all children - and staff – to be dressed appropriately for PE. Therefore, we provide PE kit for those who are unable to have it provided, including when children forget to bring it to school.

## **8. Role of the Subject Leader**

The subject leader's responsibilities are:

- To ensure a high profile of the subject
- To plan and regularly update the PE Subject Action Plan
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase

- To monitor planning and the quality of PE teaching
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the PE curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the PE curriculum takes account of the school's context
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.
- The subject leader will attend relevant training for curriculum leaders and share information with staff.
- To ensure CPD is in place through working with the head teacher/ leadership team and at staff meetings.
- Assessment - The leader will also monitor staff use of the INSIGHT Assessment tracking system. Evidence will be kept from year to year.
- To work closely with the Lead Governor for PE (providing appropriate support and challenge) and ensure that they meet with the subject leader at least three times every academic year (once every old term).

## **9. Displays**

The school promotes the displaying of PE in the hall / corridor areas. It can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning.

Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests

