



Respect Responsibility Relationships Resilience

Hollydale School

PE Policy

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Curriculum Statement

At Hollydale Primary School we believe that physical education, experienced in a safe and supportive environment is a unique and vital contributor to a child's physical development and well being. A broad and balanced physical education curriculum is intended to provide for children' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

At Hollydale Primary School we believe physical education should be an area of learning where self-esteem, physical progression and positive attitudes are fostered and nurtured. Physical Education provides all children with the opportunity to succeed, whether through personal or team success. Physical Education also promotes a healthy lifestyle which children can develop and value into adulthood.

Intent

Hollydale Primary School recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education to ensure that all children:

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

Implementation

P.E. is taught at Hollydale Primary School as an area of learning in its own right as well as integrated, where possible, with other curriculum areas. It is taught as a minimum of one PE session a week with a view to increasing provision to two hours a week. The aims of the PE lessons are to ensure that children:

1. Have fun and experience success in sport
2. Have the opportunity to participate in P.E at their own level of development
3. Secure and build on a range of skills
4. Develop good sporting attitudes
5. Understand basic rules
6. Experience positive competition
7. Learn in a safe environment
8. Have a foundation for lifelong physical activity, leaving primary school as physically active.

Impact

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in

competitive sport and other physically demanding activities. At Hollydale, 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.

Teaching and Learning

Teaching styles and strategies provide opportunities for children to participate in a range of activities and evaluate their own performance. Careful planning ensures time is spent in organising and resourcing lessons and activities. Children experience a range of opportunities to work individually, in pairs or in groups over time.

Lesson Structure:

- ♣ At the beginning of each lesson, the teacher explains the intention of the lesson – for example, the skill they will be practising – and informs as to how the children can be successful in achieving the lesson aims.
- ♣ Lessons then commence with an introduction/warm up to prepare children physically for exercise. This may take the form of a game.
- ♣ There is direct teaching of skills and subsequent skills practice by the children, under the supervision of the teacher.
- ♣ Children are then provided opportunity for children to independently and cooperatively practice the skill(s), in context (such as a match or another related area of PE).
- ♣ There may then be a celebration and sharing of individual achievements (the GT Sports Star of the Week) and a concluding / 'cool down' activity' to prepare children to return to a normal-state both physically and mentally.
- ♣ Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

Assessment

The assessment of PE at Hollydale is in accordance with the National Curriculum 2014 attainment target for each key stage. In KS1, children 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. In KS2, children 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.

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability. At the end of each unit, the PE teacher will complete a whole-class assessment, noting the children working towards, meeting and exceeding the aims of the unit. These will be collated by the PE Leader and passed on to class teachers in order that they can report accurately to parents.

Planning and Resources

P.E. equipment is stored safely in the P.E. cupboard. The PE cupboard is only accessed by members of staff. The cupboard is regularly checked by the PE subject leader to check its tidiness and organisation. Staff are advised to inform the subject leader of broken, damaged or lost equipment so that replacements can be ordered. The School work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher. However, the PE leader has opportunities to apply for additional funding grants throughout the academic year. The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their children. Schools receive PE and Sport Premium funding based on the number of children in Years 1 to 6.

Organisation

Under the new 2014 PE Curriculum, PE is a statutory subject to be taught, although there is no statutory requirement for time spent engaging in PE lessons. At Hollydale, children have access to a minimum of one P.E. lesson a week and we aim to increase this provision to 2 hours.

Swimming provision

At Hollydale Primary School, children attend swimming lessons at St Thomas the Apostle College in years 4 and 5. Each class participates in 3 half-terms of weekly lessons. Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course.

Extra-curricular opportunities

Many of our children will access further extra-curricular activities to enhance the work that goes on in curriculum time. We work closely with a range of organisations to ensure our children have access to further opportunities for quality Physical Education provision. For example, we attend a range of borough-wide competitions and events.

EYFS

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development: Moving and Handling and Health and Self-care.

Moving and Handling: Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

Health and self-care: Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. They participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. These skills can then be built on when children enter KS1.

KS1 and KS2

KS1 Children 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.

Children are 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.

KS2 Children 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.

Children are 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

Swimming and water safety

Children are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations

Equal Opportunities

At Hollydale we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities.

Inclusion

We are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL than not being inclusive. Teachers can access resources, guidance or strategies via the PE subject leader or LPESSEN coaches.

Role of the Subject Leader

Training:

- ♣ Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- ♣ Provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes.
- ♣ Seek further training and support from specialist teachers and coaches via LPESSEN and via the SGO (School Games Organiser).
- ♣ Over the course of an academic year, ensure all teachers can observe/team teach with specialist teachers, in order to make their contribution sustainable.

Curriculum:

- ♣ Complete the Curriculum Map annually.
- ♣ Timetable specialist teachers and coaches (liaising with Head Teacher).
- ♣ Ensure the PE curriculum resources available to teachers are of a good standard and a quantity.
- ♣ Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.
- ♣ Monitor the quality, development and delivery of PE throughout the school
- ♣ Promote PE and its importance at Hollydale Primary School

Organisation:

- ♣ Register the school for various borough sporting events (via YHSD and SGO).
- ♣ To report on school swimming attainment annually and record this online.
- ♣ Complete Risk Assessments for sporting events.
- ♣ Organise Sports Day(s) annually.
- ♣ Report to the Curriculum leader, Head Teacher and Governors on PE.
- ♣ Be responsible for auditing resources available for use in all PE activities.
- ♣ Report any broken or 'defect' equipment to the Headteacher.

- ♣ Order/replace any consumables, materials or resources required for the safe delivery of the PE curriculum.
- ♣ Ensure that children have the opportunity to become involved in extracurricular clubs to further develop skills and talents.

Budgeting:

- ♣ To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Head Teacher).

Health and Safety

At Hollydale Primary School all teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching.

All children must be taught how to handle apparatus, resources appropriately. They should be taught to recognise hazards, assess the possible risks and take steps to control the risks to themselves and others.

Any other adults working with the children should be made aware of individual needs of the children they are working with where appropriate.

Appropriate clothing is essential and children's attire is checked by coaches prior to undertaking PE activities.

- a) PE Kit. Children are encouraged to wear appropriate PE clothing. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are compulsory and are part of our school uniform requirements. Children are encouraged and regularly reminded to wear PE kits to school on their PE day. If children do not bring their PE kit then a text is sent home to parents. Persistent failure to bring in a PE kit results in a letter home. This helps to minimise the number non-participants. Children change into their PE kits quickly in order to maximise lesson time. Children are bare-footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.
- b) Jewellery and Hair. Wearing jewellery is not allowed at Hollydale Primary School. Children must not wear any kind of jewellery in PE lessons, including watches. Children with medium/long hair are reminded to tie it up securely.
- c) Weather. It is encouraged that outdoor PE lessons take place wherever possible. However, if it is too cold, children take PE lessons indoors in the Hall.
- d) Hygiene. Children are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.
- e) Staff dress. It is important that staff should consider their own and their children's safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

Remote Learning

At Hollydale, we recognise the impact of the Covid 19 pandemic on opportunities for physical education and physical activity for young child. We are committed to continuing to provide these opportunities during extended periods of home learning.