

Sherwood Primary School

Physical Activity, Physical
Education (PE) & School Sport
Policy



January 2022

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Sherwood Curriculum Rationale

We aim to provide a creative and challenging curriculum that inspires our children and prepares them for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our pupils will have the opportunity to explore, ask questions, discover and become resilient, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

Sherwood Values

Teaching and Learning at Sherwood Primary School is underpinned by six core values.

The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventurous
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

Equality

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community.

Every member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

Definitions

Physical activity, physical education and school sport are similar in that they all include physical movement, but there are important differences between them, as outlined below by the Association for Physical Education (afPE).

Physical Activity

Physical Activity is a broad term referring to all bodily movement that uses energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.

Physical Education

Physical Education is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.

School Sport

School Sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.

Sue Wilkinson, afPE's Strategic Lead commented:

"...Physical activity, physical education and school sport are not in competition but inextricably linked and are critical pieces of the jigsaw that contribute to the whole picture of a young person's physical health and emotional well-being."

Purpose of study

Sherwood School believes that 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.

Physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical cognitive and emotional development; as well as playing a role in a child's spiritual, moral and cultural development.

A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with the school's policy on Health Education.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, Mathematics, PSHE and Computing skills.

Through the School Sport Premium (Government Funding), where possible, the school will provide opportunities for pupils and teachers to work with different PE specialists. The funding will support CPD training by providing opportunities for teachers to go on courses to support their subject knowledge.

We offer Outdoor Education opportunities for children throughout the school. Different experiences for different age groups ensure all will experience a range of appropriate challenges as they move through the school. The school provide the opportunity for children in Years 5 and 6 to experience Outdoor and Adventurous activities delivered by qualified instructors at Specialist Centres.

Aims

The national curriculum for physical education aims to ensure that all pupils:

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

At Sherwood we believe PE to be an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the values that underpin our school and its beliefs.

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
- To appreciate of the value of safe exercising.

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 and improve your well-being
- To create and plan games and teach them to one another
- To develop a sense of fair play.

Cognitive development:

- To develop reasoning skills and the ability to make judgements
- To solve problems
- 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 understand that using the correct technique will improve accuracy and individual performance
- To be able to evaluate performance and act upon constructive criticism.

Organisation

The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively.

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a

range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning. The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

At Sherwood we aim to engage pupils in two hours of high-quality PE during the course of each week making use of the spaces in which we can deliver PE (Hall, School Field, Playground, Running Track).

Curriculum

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

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.

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.

At Sherwood, children learn swimming in Year 5 with qualified swimming instructors and school staff assist, support and encourage. Should some children be unable to swim at this stage Top Up lessons will be provided in Year 6.

The County guidelines recommend appropriate swimwear i.e. a one-piece costume for girls and trunks (not shorts) for boys.

Assessment and Record Keeping Procedures

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Assessment is made through short term observations of children's performance, through discussion with the children and through their own self-assessment. At the end of each unit, staff should complete the core task within the Lancashire Scheme of work to determine whether a child has achieved the expected standard, is working towards it or, has exceeded it. Results should be collated on the 'PE App' so the Subject Leader has access to data

Coaches from external providers are aware of our Assessment procedures and should regularly feedback to staff on the development of the children. If an external coach is leading the lesson, Sherwood teachers should be in on the lesson to aid their own CPD.

The assessment for Swimming is published annually on the School Website.

Special Educational Needs and Disability

Children with Special Needs will have access to the full PE curriculum. Additional support will be given to these children enabling them to take a full and active role. Tasks will also be adapted where necessary so that the children can succeed. Sensitive grouping should also minimise difficulties.

The School Sports Partnership recommends using the principle of STEPS for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = change the	S pace available
T = change the	T ime allowed
E = change the	E quipment, e.g. softer or larger balls, different sized bats,
P = change the	P eople, e.g. size of the groups
S = think about	S afety of all participants

Sherwood enter all competitions that are available through our partnership including the competitions specifically designed to encourage the participation of children on the SEND register or those that do not regularly achieve in PE and School Sport or may not be particularly active.

Health & Safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education, School Sport and Physical Activity" guidance provided by PE and Lancashire LEA. The book is available in the Staff Room as a guidance for all staff.

All pupils must be taught how to handle and carry apparatus, resources appropriately. (Training is available from the PE Advisor/Subject Leader) They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

The PE 'Making Physical Education Safe' Poster should be displayed where staff teaching PE will be able to study it.

Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on LEA courses.

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
- Children will work in bare feet for all indoor and apparatus work
- Trainers are worn for outdoor games, together with tracksuits if it is cold
- Jewellery is not to be worn. Watches should be kept safely in a tray in the classroom
- Long hair should be tied back and rigid headbands should be removed
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.

All adults working with children in school are to be checked for appropriate DBS clearance and included on the single central record. This includes coaches working for a term at a time as well as staff working on a one-off basis or with clubs.

Clothing

Teachers delivering PE and School Sport should be appropriately dressed. All staff have PE Kit with the school logo. This highlights to the children the importance for PE and it also ensures that the teacher is wearing appropriate clothing to demonstrate particular skills.

On the child's PE day (this will change on a half-termly basis) children from years 3-6 will come dressed in school PE Kit. Children in the Foundation stage, year 1 and Year 2 change in school as this is a fundamental skill that requires specific teaching to promote independence.

In Key Stage 2, are required to wear a Sherwood Tracksuit on the days of PE in line with our Uniform Policy.

Links with other areas of the curriculum

PE can link to other subjects:

- Literacy (recount/report/instructions)
- Science (body parts/pulse rates)
- Maths (shape/directions/counting/grouping)
- Computing 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.
- Orienteering throughout the curriculum.

Spiritual, Moral, Social and Cultural Development

At Sherwood, our school values and British Values underpin all our lessons, in PE this can be demonstrated by:

- 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.

Monitoring and Evaluation

Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class.

All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be

comfortable and competent in the area of activity being taught. Staff should 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.

The Subject Leader is able to watch lessons as part of their role and give feedback where appropriate.

Due care and attention is taken when organising the timetable so that the most efficient use of facility and pupil time is taken into consideration, e.g. consecutive gym lessons when using equipment.

Resources and Accommodation

A range of resources are used to support progression across the curriculum including: TOP sport resources, the Lancashire PE Scheme and sport specific programmes introduced via specialist coaches.

Most of the resources are kept in the Garage (All year groups have a key for access) or the indoor store room in the Hall. They are only accessible to school staff and to parents under teacher guidance. Children should not access resources without supervision.

Resources are replaced and purchased by the Subject Leader following the general school ordering procedure. Staff are asked to inform the Subject Leader of any resources they would like to be added to the store.

Sports Council

As part of the School Council, two pupil representatives from Years 2 to 6 are voted by their peers to have a voice. The Subject Leader has regular meetings with these children to discuss the voice of the child.

Newsletter

The Subject Leader will produce a termly Newsletter for PE & School Sport and regularly update the School's Website with stories highlighting the successes of our school teams and clubs.

Role of the Subject Leader

Throughout the year the whole staff is encouraged to feedback information and ideas to the Subject Leader, such as how a particular topic is progressing and the work that children are undertaking, comments upon the availability and suitability of resources and any other relevant comments about the overall structure of the future PE Schemes of Work.

The Subject Leader is responsible for maintaining PE resources, monitoring their use, organising the Subject Leader store and ordering new resources. The annual report on the spending of the Sports Premium needs to be presented to Governors.

Out of Hours Learning

Our extra-curricular programme compliments and supplements the range of activities covered in curriculum time. The planned programme each year reflects a breadth and balance across the NC areas of activity, including dance, games and athletics. We follow a range of inter-school fixtures, tournaments and festivals within the partnership. At the beginning of each term, we publish a documented timetable of clubs. The extra-curricular content aims to be varied – including competitive and non-competitive and team- and individual based clubs appropriate for all pupils.

School and Club Links

The school seeks to make links with local community clubs whenever possible, e.g. link with the Fulwood & Broughton Cricket Club, Preston Grasshoppers RFC and Broughton Tennis Club. Sherwood Primary School works closely with Preston North End Community and Education Trust and also promotes activities at local clubs via the school newsletter.

Links with other Policies

These may be read in conjunction with the Physical Activity, Physical Education & School Sport Policy for further information.

- Educational Visits
- Health and Safety
- Equal Opportunities
- SEND
- Assessment.

Approval

Approval date: January 2022

Review date: January 2025

Signed (Headteacher):

Signed (On behalf of the Governing Body):