

## **Tickhill Estfeld Primary School**

### **Physical Education Policy**

#### **RATIONALE**

Tickhill Estfeld 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 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.

#### **OBJECTIVES**

The scheme of work is built around the EYFS curriculum and the Key Stage 1 and Key Stage 2 P.E. curriculum and thus ensures that progression will be at the core of planning, teaching, and learning over their time at school.

#### **CURRICULUM**

Through careful planning and preparation we aim to ensure that throughout the school, children are given opportunities for:

- 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.

Our school scheme of work is a working document and as such is composed of ongoing plans produced on a week-by-week basis. This is developed from The National Curriculum 2014, regular guidance from industry bodies and takes into consideration the needs of our children. Throughout the whole curriculum, opportunities exist to extend and promote physical education across other subjects. Teachers seek to take advantage of all opportunities, including planning opportunities for children to practise and apply their basic skills in these sessions.

#### **ENTITLEMENT**

##### **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. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. Children in the EYFS also work with a specialist gymnastics instructor to support their coordination. The above skills and acquired knowledge are then be built on when children enter Key Stage 1.

## **KS1 and KS2**

### Key stage 1:

Children should develop fundamental movement skills, become increasingly competent and confident as well as having access to a broad range of opportunities to extend their agility, balance and coordination. Both 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.

### Key stage 2:

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, basketball, cricket, football, hockey, netball and rounders 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

Pupils 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 the School we are committed to promoting equal opportunities irrespective of socio-economic 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. Teachers plan their lessons and make necessary adaptations to ensure appropriate challenge and accessibility for all learners

### **HEALTH AND SAFETY**

Teachers will assess risks and assure adequate supervision for all activities undertaken within P.E. lessons.

### **ROLE OF CO-ORDINATOR**

- Ensure teachers are familiar with the curriculum and help them to plan lessons.
- Lead by example in the way they teach in their own classroom.
- Prepare, organise and lead INSET, with the support of the Headteacher.
- Work co-operatively with the SENCO.
- Observe colleagues from time to time with a view to identifying the support they need.
- Attend relevant courses (where appropriate) to keep up to date.
- Discuss the progress of implementing the curriculum in the school regularly with the Headteacher.