

Curriculum Policy for Physical Education

DATE OF REVIEW: Autumn 2024

DATE OF NEXT REVIEW: Autumn 2026

TO BE REVIEWED BY: Teaching & Learning Committee



Introduction

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability.

P.E is a Foundation Subject in the National Curriculum.

This policy outlines the Intent, Implementation and Impact of the Physical Education taught in our school. The Implementation of this policy is the responsibility of all teaching staff. P.E is considered to be a key driver subject, meaning that this is a specialist area of the curriculum. Through our teaching, we aim to develop pupils' growing knowledge and understanding of the skills needed to succeed in sport and ensure that they are physically active. The school policy for P.E reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

Intent

P.E features prominently here at Hatherleigh Community Primary School as it is a subject which encourages pupils to; recognise and be proud of their own physical achievements and personal bests, understand what it means to be part of a team and to value and celebrate the achievements of others. Every child deserves the opportunity to develop new skills and techniques, which will enable them to establish life-long healthy lifestyle choices, keep them fit and enable them to succeed in sport, should they choose to, as they progress through life. We aim to ensure that all pupils possess the basic, but necessary physical skills (such as throwing, catching, striking and control) as well as the necessary tactical skills (involving teamwork, communication and resilience) required to achieve in sport. We believe that by instilling the importance of staying fit and healthy (and the positive effect this can have on the body and mind), we can impact on pupils' wellbeing into Secondary School and beyond.

Implementation

From YR to Y6 children receive at least 2 hrs of PE every week. Often this comes in the form of a one hour PE lesson and lots of smaller sessions spread throughout the week to ensure retention and practise of basic skills and to improve children's health and fitness with daily physical activity. The one-hour sessions are led by class teachers and specialist sports coaches using their knowledge of each individual to make sure that all pupils achieve their potential. In addition to this each class also undertakes 10 minutes of daily physical activity usually early each morning.

Using both our indoor and outdoor facilities; including an extensive field area, a hall and playground, pupils are taught how to develop the key skills of; throwing, catching, movement, striking, dribbling, control and fielding. These skills will then become transferable, meaning that the pupils will be able to take these and apply them into various sports. By developing their wider subject knowledge and their fundamental movement skills (agility, balance and coordination), we believe that pupils are able to achieve and succeed in all forms of physical education. Our P.E Progression document is taken from the National Curriculum and Get Set 4 P.E scheme and has been added to where necessary to meet the unique needs of our pupils. As the National Curriculum prescribes, these statements span Years 1 and 2, Years 3 and 4 and Years 5 and 6. In addition to this, we also have an EYFS to Year 1 and 2 document bridging both curriculums in order to plot a seamless progression. These statements have been transferred to our P.E Curriculum overview and Progression of knowledge, skills and understanding documents, which has then enabled us to really focus on how knowledge and skills progress more specifically within each year group in order to meet the bespoke needs of our school. The P.E Curriculum overview and Progression of knowledge, skills and understanding documents prioritises the development of the basic skills pupils need to succeed in sport. These start in EYFS and Key Stage 1 where pupils work predominantly on the fundamentals of movement (agility, balance and coordination). They then begin to develop more specific skills that can be transferred across sports in areas such as sending and receiving (e.g. passing, throwing and catching), striking and fielding (e.g. bowling, shooting and ground fielding), net and wall games (e.g. racquet skills, backhand and forehand), outdoor adventurous (communication and tactical skills), team/ invasion games (opportunities for pupils to apply their learnt skills) and athletics (where pupils can challenge themselves to beat personal bests).

The statements in the P.E Curriculum overview and Progression of knowledge, skills and understanding documents allow all pupils to develop skills that will allow them to participate and achieve in a variety of sports. All pupils will also develop key teamwork and communication skills that are a pivotal part of all sports. There will also be opportunities for pupils to develop tactical awareness and devise and create their own games, as well as thinking creatively about how to solve physical tasks.

Short term lesson planning in P.E takes account of prior knowledge and skill development (using the progression document), building further upon existing skills in readiness for the next stage in the learning journey. There is also a large emphasis on pupils understanding the importance of physical activity and the positive effects it can have on both the body and the mind. This includes taking small breaks throughout the day, and explicitly teaching how this can benefit the mind. We firmly believe that swimming is a key life skill and as a result, swimming lessons are made available to all children to ensure they reach the end of key stage expectations and have gained a good sense of water safety, imperative for children living in Devon.

Having the opportunity to experience competition and know what it is to win and lose is an important life skill. Regular festivals and sporting opportunities such as gymnastics, football, dance and cricket events are organised through local partnership schools and county organised schemes. This gives all children from Year 1 to 6 the school an opportunity to represent the school at least once in each academic year. Our dedication to inclusive practice means that, regardless of their ability, pupils are aided to access learning with the highest possible levels of independence, due to carefully designed tasks. Where necessary, pupils requiring extra help are sensitively supported, with minimal disruption to quality-first teaching. In addition to these 'festivals' children in KS2 are given further opportunities to represent the school at sporting events from cross-country races, football matches to orienteering competitions. Many of these sporting events feed into further regional, county and even national level competitions.

Our ambition is to narrow the gap between different groups of pupils and to ensure that their life-opportunities are equal, irrespective of background or ability.

Extended Curriculum Opportunities

Selected pupils demonstrating both leadership qualities and an enthusiasm for sport and activity are trained as Young Sports Leaders (YSL) to support teaching staff and Meal Time Assistants to conduct games and physical activities with the younger classes during school lunchtimes, giving the younger children another opportunity to be active and the YSLs a chance to take on responsibility and reflect on their own practise through explaining to others. A wide variety of extra-curricular clubs run throughout the year from football and netball to running and multi-skills. We also offer more unusual clubs such as ultimate frisbee and, of course, have our gardening club. We provide pupils with external avenues and opportunities to take part in sports clubs outside of school. This has been made possible due to our close links with a range of local community clubs such as Hatherleigh Cricket Club.

Children in Y5 have an opportunity to participate in outdoor adventurous residential trips participating in watersports, team building, abseiling and wild camping to name a few. The Y2 and Y3 class also 'camp' in school for a night during the summer.

Impact

Our pupils demonstrate a passion and thirst for Physical Education. They demonstrate a desire to want to take part in clubs, competitions and festivals but most importantly, have a fundamental understanding for the importance of being healthy - both physically and mentally. This is a life skill that we hope pupils will take forward with them both into Secondary education and adulthood. Pupils leave us, having knowledge and confidence in the key skills required to take part in and enjoy a physical life, sporting or otherwise. The skills children learn through sport and active-based scenarios, to be able to communicate and cooperate as part of a team and think tactically, will stay with them throughout their lives.