



Great Meols
Primary School



Physical Education Policy

"The sky has no limit... neither should you." Usain Bolt

Intent

Through our Physical Education curriculum pupils will develop –

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Increasing levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.
- A deep understanding of challenging concepts known as 'Golden Threads'. The Golden Threads for Physical Education are -

Throwing and Catching	Tactics and Strategy	Agility and Co-ordination	Leadership and Teamwork	Healthy Lifestyle
Kicking	Jumping	Running	Striking	Balance

The detailed intent of the PE curriculum is outlined in the following documents found on our school website –

- Physical Education Progression Map
- Physical Education Whole School Long Term Plan
- GMPS EYFS subject overview

Implementation

EYFS

In the Early Years Foundation Stage (EYFS), physical development involves increasing children's confidence and ability in using both their fine and gross motor skills. Children will develop skills enabling them to show control and coordination in large and small movements and are given opportunities to use and handle games equipment. The importance of physical exercise is promoted through access to an outdoor area with planned opportunities for active and large-scale play (using the play equipment) as well as two specific PE sessions a week. Children in EYFS will be taught games, gymnastics and dance.

Years 1 to 6

- Staff follow the Val Sabin planning as a scheme of work.
- A timetable has been created to ensure all year groups have access to the sports, main hall and outdoor spaces.
- In Years 1 and 2, children are taught games, dance, athletics and gymnastics.
- Through Years 3 - 6 children are taught games, dance, gymnastics and athletics.
- Through Years 4 – 6 children are taught swimming in blocks of five hour of sessions per year. Year 6 have sessions in the Autumn Term, Year 5 in the Spring Term and Year 4 in the Summer Term.
- Outdoor and Adventurous is covered during residential visits in years 4 and 6
- PE is delivered two sessions a week. If a class is swimming or at a residential trip, only one session a week is required for that half term.
- We work with a specialist PE lead in order to further teachers' professional development. This is planned on a rotation basis and targeted where support is most needed.
- Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils' abilities.
- Pupils will be encouraged to evaluate their own performance, as well as the performance of others.
- The PE leader will act as the first point of contact for staff members planning PE lessons or sporting events.
- A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils.
- Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager.
- Children are taught about hazards, risks and controls which may be encountered when using equipment and within the space used. Assessment of risk is made before and during lessons by the adult(s) taking a lesson and children are encouraged to manage their environment to ensure health and safety to themselves and others.
- Sticky knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. All learning will start by revisiting prior knowledge for children to retrieve and revisit prior learning. Low threat retrieval tasks such as quizzes are incorporated into lessons to review learning and facilitate retrieval of knowledge to strengthen memory.
- Key substantive golden threads are revisited to ensure retention of knowledge and to build physical education schema by making connections across different units of study.

Impact

- The subject leader is responsible for reporting on standards in physical education across the school to the governing body.
- We measure progress in physical education by assessing whether pupils know more, remember more and are able to do more.
- Where appropriate, activities will be recorded and stored, e.g. a final dance performance or a gymnastic routine.
- Children are encouraged to assess and evaluate their own work at the end of each unit to help them appreciate how they can improve their own performance.
- Progress and achievement in physical education are passed on to parents and carers at open evenings and in the annual report.

References used to help shape this policy

Department for Education (2013). *National curriculum in England: PE programmes of study*. [online] GOV.UK. Available at: <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>.

Kidd, D. (2020). *A curriculum of hope : as rich in humanity as in knowledge*. Bancyfelin: Independent Thinking Press.

Myatt, M. (2020). *CURRICULUM : gallimaufry to coherence*. S.L.: John Catt Educational Ltd.

Quigley, A. and Routledge (2018). *Closing the vocabulary gap*. London New York Routledge.

UKEdChat. (2015). *5 Reasons why PE is so important within primary schools by @Trainingtoteach*. [online] Available at: <https://ukedchat.com/2015/11/29/5-reasons-why-pe-is-so-important-within-primary-schools-by-trainingtoteach/>.

Willingham, D.T. (2021). *WHY DON'T STUDENTS LIKE SCHOOL? : a cognitive scientist answers questions about how the mind... works and what it means for the classroom*. S.L.: Jossey-Bass Inc ,U S.