

Westminster

Primary

School

Nurturing Minds...
Inspiring Excellence

PE Policy

Reviewed: March 2021

Contents

1. Legal Framework.....	2
2. Roles and responsibilities.....	2
3. The Vision for the Physical Curriculum	4
4. Stages of maturity	5
5. The national curriculum	6
6. Principles of movement	8
7. Key Terms.....	9
8. The Physical Curriculum in Westminster Primary School	10
9. Teaching	12
10. Inclusion	13
11. Assessment	16
12. Health and Safety	16
13. P.E. Kit	17
14. Extra-Curricular Activities	17
15. Sport Premium	17
16. Competition and the School Games	17
17. Monitoring and review	17

1. Legal Framework

This policy has due regard to the statutory guidance including, but not limited to, the following:

- Dfe (2013) Physical education programmes of study: key stages 1 and 2

2. Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of pe, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all pe-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of pe to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of pe in subsequent years.

Teachers are responsible for:

- Acting in accordance with this policy.

- Ensuring progression of pupils' physical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop pe throughout the school.
- Organising and providing training for staff regarding the pe curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

3. The Vision for the Physical Curriculum

The vision for Westminster Primary School is: Nurturing minds... inspiring excellence

By embedding physical activity in Westminster Primary School, children will have the opportunity to explore, learn, grow and be healthy. This will ensure their minds are nurtured and they feel inspired to achieve excellence.

Staff will serve Westminster Primary School best if everything they do ensures all pupils discover and develop:

- The joy of moving and being physically active
- A driving passion to develop and reach their potential
- Be able to reflect on situations and grow as a person
- Lifelong affiliations and powerful relationships
- A sense of personal glow and wellbeing
- A positive outlook on, and framework for living their life

Learning in Westminster Primary School is meaningful and memorable by embedding:

- An end product
- Clarity about what good looks like
- A sense of significance
- A degree of challenge
- Options and choices

The expectations of the staff being great 'teachers' in the Physical Curriculum are that they inspire pupils by:

- Modelling the vision for the physical curriculum in what they do and talk about
- Showing commitment, a desire to learn, self-confidence and a willingness to work hard in all aspects of the physical curriculum
- Becoming the teachers that children will remember as significant influences on how they felt and what they achieved in school

4. Stages of maturity

It is important to understand the stages of maturity as this will underpin everything that is achieved in physical education.

First Stage of maturity Reception to early part of Year 2	<p>Movements are still being learnt and developed and children tend to play alongside a friend rather than with one. Basic rules and behaviours are being learned and children show great enthusiasm to have a go as experience has not yet taught them fear or danger awareness. There is a limited awareness of space and others.</p>
Second Stage of maturity Year 2 to the beginning of Year 4	<p>Basic movements have been learned and children start to develop these into more recognisable skills though control and fluency are still inconsistent. Children like to play with one or more friends and need to be noticed as individuals as they become more self-aware. They tend to enjoy physical activity but want more structure and rules as they begin to recognise some risks. They are also much more aware of space and others.</p>
Third Stage of maturity Year 4 to beginning of Year 7	<p>Children have more formed and clear movement. They begin to refine them so that they become more recognisable specific skills that are performed with greater control. They like to feel part of a group or team and get their recognition from being part of something bigger. Some children tend to lose some interest in physical activity as other activities start to take their interest so they are more discerning about what they do and take part in. They understand and use rules and structures and begin to be more creative about how they tackle tasks and challenges. They also become more critical in their evaluations and can come up with their own solutions and approaches.</p>

5. The national curriculum

Westminster Primary School have developed a “Thinking” and “Physically active” model. Below is the analysis of the national physical curriculum.

Purpose of study

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.

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

Attainment targets

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.

Subject content at 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 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 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.

	Thinking	Physically active
All	<ul style="list-style-type: none"> - Succeed - Excel - Confident - Build character - Embed values (fairness and respect) - Know apply and understand 	<ul style="list-style-type: none"> - Competitive sport - Physically-demanding activities - Compete in sport and other activities - Develop competence to excel in physical activities - Physically active for sustained periods of time - Lead healthy active lives
Key Stage 1	<ul style="list-style-type: none"> - Confident - Engage in competitive (both against self and others) cooperative physical activities - Participate in teams games - Develop simple tactics 	<ul style="list-style-type: none"> - Develop fundamental movement skills - Increasingly competent and extend their agility, balance and coordination - Engage in competitive and cooperative physical activities - Master basic movements including running, jumping, throwing and catching - Develop agility, balance and coordination - Develop simple tactics for attacking and defending - Perform dances using simple patterns

Key Stage 2	<ul style="list-style-type: none"> - Enjoy communicating, collaborating and competing - Understand how to improve - Evaluate and recognise their own success - Apply basic principles - Compare their performances with previous ones - Achieve personal best 	<ul style="list-style-type: none"> - Develop a broader range of skills - Actions, sequences and movement - Compete with each other - Use running, jumping, throwing and catching in combination and isolation - Play competitive games - Apply principles for attacking and defending - Develop flexibility, strength, technique and balance - Perform dances using a range of movement patterns - Take part in outdoor and adventurous activity challenges
--------------------	---	--

6. Principles of movement

From the national curriculum it is important to have a clear understanding of the different terminology and how it relates to the model. Every member of staff needs to understand basics principles of movement and how they relate to one another as set out below.

Fundamentals of Movement (FoM)	Fundamental Movement Skills (FMS)	Fundamental Sport Skills (FSS)
Balance Coordination Agility	Locomotion: Walking, running, hopping, leaping, jumping, rolling, galloping, skipping Manipulation: Catching, pushing, pulling, dribbling, carrying, bouncing, trapping, throwing, kicking, striking Stabilisation: Turning, twisting, bending, landing, stretching, rotation, tucking	Invasion sports Net/wall sports Striking and fielding Gymnastics and Dance Outdoor challenges and activities

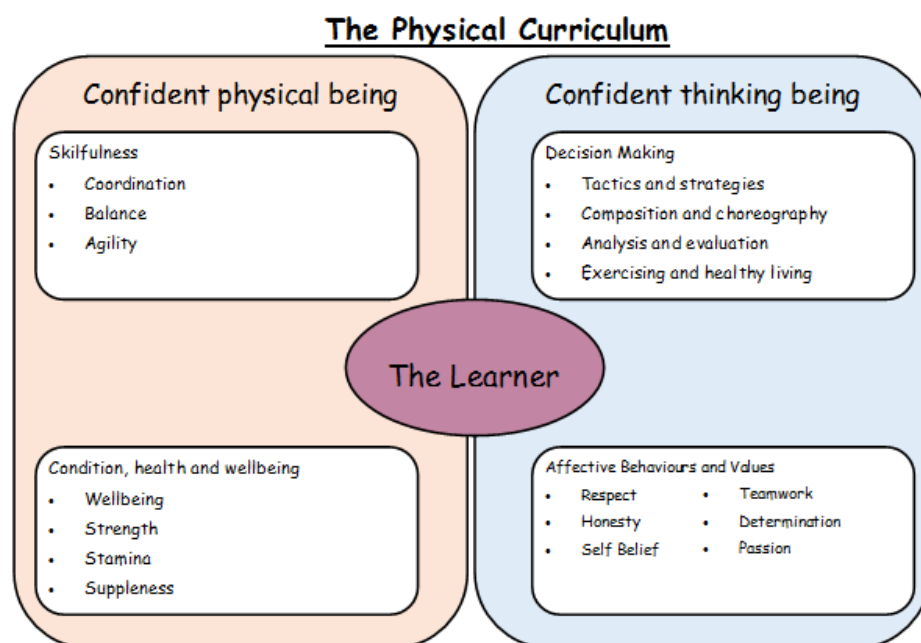
7. Key Terms

Below is a table defining key terms or concepts in the national curriculum that also feature and underpin Westminster Primary School's physical curriculum.

Physically active	
Coordination	This is about all intentional movement ranging from large whole body movements such as walking, running, standing up, sitting down etc to fine movements of specific parts of the body, such as hand writing, gesturing, etc. The better the coordination, the better the movements are controlled and completed with minimum effort and maximum accuracy.
Balance	Balance is both maintaining a physical equilibrium and being equally controlled in movement on both sides of the body. In addition there are specific balances in which children are in a 'state of topple' and still manage to maintain equilibrium and stillness.
Agility	Agility is a combination of coordination and balance where children react quickly and suddenly to a stimulus that frequently takes them out of balance and standard movements. It is also about having the coordination, balance and condition to complete complex and challenging dynamic skills and actions.
Thinking	
Tactics and strategies	Tactics are the basic approaches and actions you take to outwit or overcome an opponent or succeed in a challenge. Strategies are the larger plans you make to organise yourself and others in the most effective and efficient way to bring about success in outwitting and problem solving situations. Strategies require a range of specific tactics to be deployed for each facet of the challenge. For example, a strategy might be to concentrate more on attack than defence and a tactic might be to use the widest points of the pitch / court as often as possible.
Composition and Choreography	Composition focuses on the design and creation of a sequence of movements and actions that meet the criteria provided. It requires the use of a number of design principles to develop something that is aesthetically pleasing and contains specific elements required. Choreography builds further on this by considering how to create relationships with the stimulus provided and with space, people and objects around. Its intention is communicating with an audience so that they are able to develop their own interpretations and responses to the dance.
Analysis and Evaluation	The assessment, examination or judgement of a performance. Including looking at the components of a performance or task and their contribution to the success or failure.
Exercising and Healthy Living	This focuses on how to exercise and, later, train for specific outcomes and general wellbeing. It is both about designing and exercising and a planned pattern for being physically active. The successes of and exercise / physical activity programme can be improvement in body condition, personal wellbeing and social wellbeing. As children reach late puberty, it is also about developing and maintaining physical fitness.

8. The Physical Curriculum in Westminster Primary School

Within the programme of study for PE there are aims, content and processes outlined. The diagram below sets out the headline content that reflects PE:



The curriculum content will be delivered through termly themes as set out below.

The specific content for each year group will be designed and set out by the subject lead and teaching staff for each particular year group. They will plan, using the themes above, the activities, core tasks, people involved and expectations for that year group. This will be set out on a curriculum planner.

KS1

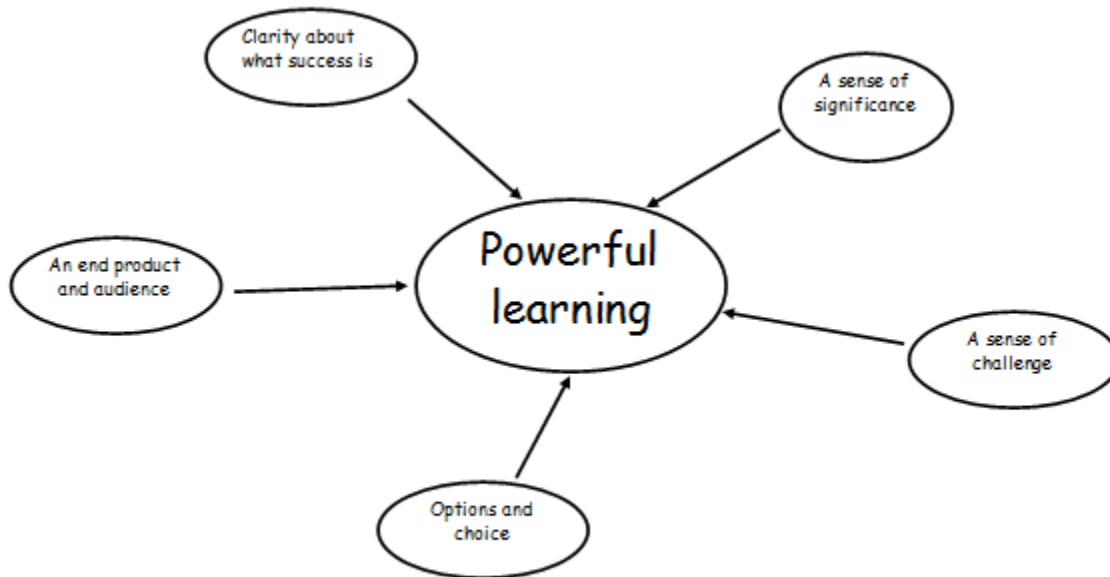
		BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
YEAR 1	INDOOR	Dance	Gymnastics	Invasion Games	Dance
	OUTDOOR	Fundamental Movement Skills – Locomotion – Running and Jumping	Fundamental Movement Skills – Manipulation – Throwing and Catching	Attacking and defending	Athletics
YEAR 2	INDOOR	Dance	Gymnastics	Circuit Training	Gymnastics
	OUTDOOR	Fundamental Movement Skills – Manipulation	Fundamental Movement Skills – Manipulation – Throwing and Catching	Invasion Games	Athletics

KS2

YEAR 3	INDOOR	Gymnastics	Dance	Gymnastics	Net & Wall Games (Badminton) (no planning)
	OUTDOOR	Invasion Games	Striking and Fielding	Outdoor team challenges and activities	Athletics
YEAR 4	INDOOR	Dance	Gymnastics	Dance	Athletics
	OUTDOOR	Invasion Games	Invasion Games (Hockey)	OAA	Invasion Games
YEAR 5	INDOOR	<ul style="list-style-type: none"> Swimming Dance 			<ul style="list-style-type: none"> Swimming Gymnastics
	OUTDOOR	<ul style="list-style-type: none"> Net & Wall Games (Tennis) 			<ul style="list-style-type: none"> Striking and Fielding (Rounders)
YEAR 6	INDOOR	<ul style="list-style-type: none"> Dance 			<ul style="list-style-type: none"> Gymnastics
	OUTDOOR	<ul style="list-style-type: none"> Invasion Games (Basketball) 			<ul style="list-style-type: none"> Athletics – preparation for Sports Day

9. Teaching

The P.E. curriculum is designed to maximize and develop powerful learning. Powerful learning can be defined as:



The process in Westminster Primary School for delivering the physical curriculum will involve tools. Each tool will enable teachers to plan, deliver and assess learning to ensure powerful learning is achieved. These tools are curriculum planner (c-planner), the unit planning (u-planner) and the individual lesson planning.

10. Inclusion

All pupils will have equal access to the P.E. curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all lessons.

Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

All pupils will have equal access to the P.E. curriculum.

11. Assessment

Teachers will use an assessment system that:

- Help learners to identify their strengths and areas for development, and identify how to improve
- Enable teachers to develop the curriculum and their plans

12. Health and Safety

All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2016 when preparing and delivering PE lessons.

Good teaching has health and safety at the heart of the planning process. In the lesson planning the process of STEP (Space, Task, Equipment, People) will be implemented to ensure lessons are planned in a way that puts the health and safety of the participants.

During lessons, teachers, staff and children need to be aware of the risks and conduct themselves accordingly.

To ensure equipment is maintained and safe, the subject lead and site manager conduct a safety check and audit termly.

A risk assessment will be conducted and updated annually and shared with all staff.

13. P.E. Kit

The school has a P.E. kit that all children will be expected to wear for all sessions. If kit is forgotten then spare kit will be provided where possible, children may also wear their own alternative kit but a school P.E. will need to be worn in the following lesson.

14. Extra-Curricular Activities

An extra-curricular offer will be provided that offers a range of activities and is inclusive for all children. The clubs on offer will change termly to ensure a range of sports and activities are covered throughout the year.

15. Sport Premium

A detailed plan to improve the quality of P.E. provision for all pupils. This is updated termly and reviewed by Trustees. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

16. Competition and the School Games

The school will conduct throughout the academic year a full and inclusive inter and intra school competition calendar.

The school will compete in regular school games competition within our school games partnership and will utilise other opportunities that occur to compete against other schools.

Success of the pupils will be celebrated throughout school.

17. Monitoring and review

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in the subject, ensuring that the content of the national curriculum is covered across all phases of pupils education.

Any changes made to this policy will be communicated to all teaching staff.

D. Hemmings

March 2021