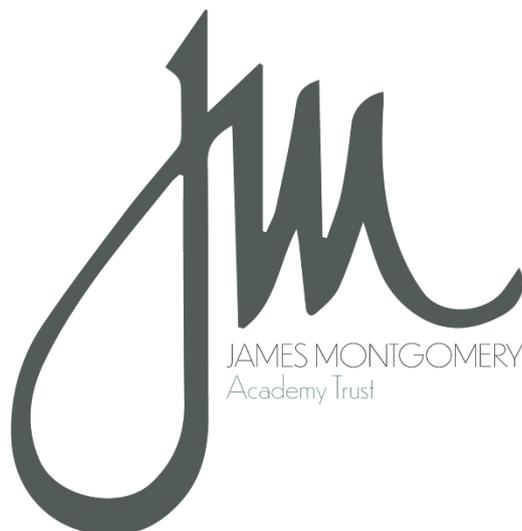


# **PHYSICAL EDUCATION POLICY**

**September 2023**

**To be reviewed September 2024**



## **Philosophy and Introduction**

The James Montgomery Academy Trust believe that a high quality physical education delivered in the curriculum inspires all pupils to succeed and excel in sport, competitive sport and demanding physical activities. Opportunities for pupils to become confident and aware of how to promote their own health and fitness is essential. Competing in sports and other physical activities and festivals builds character and embeds values such as fairness and respect for all.

## **Aims**

The national curriculum for physical education expects:

- All pupils to develop competence to excel in a broad range of physical activities via at least two hours of high quality physical education, school sport (competitive and festivals), extra-curricular activities and swimming.
- All pupils to be physically active for sustained periods of time.
- All pupils to engage in competitive sports and activities.
- All pupils to lead healthy and active lives.

## **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

## **Objectives**

### Curriculum Overview

Schools use a variety of schemes of work including Val Sabin, PE planning and Real PE to teach the PE National Curriculum. Teachers plan for Games and Athletics with the aid of TOPs cards and directly from the National Curriculum.

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practice skills in a wide range of different activities and situations, alone, or 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 take the initiative and become excellent young leaders, organising and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, 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 meters before the end of Year 6 and knowledge of how to remain safe in and around water.

## **PE Research Review- Published 18<sup>th</sup> March 2022**

### PE FOR ALL

High quality PE is an entitlement for all pupils, regardless of their starting point or their prior experiences to sport & physical activity. Every pupil - especially those from disadvantaged backgrounds or with SEND - has an entitlement to physical education and 'PE for all' should flow through the essence of a school's curriculum. PE should reduce inequalities and provide all pupils with the knowledge to be able to participate in physical activity. The competence for all children to participate is conceptualised as the three pillars of progression.

### Competence

The aim of high-quality PE is not to prepare elite athletes but to enable children at every stage of their education to flourish. Competence is strongly linked to motivation - pupils are more likely to be engaged and participate if they have a strong sense of self-efficacy.

### Progression & Types of Knowledge

Getting better at PE is built upon three pillars of progression: motor competences; rules, strategies and tactics; and healthy participation. Pupils build declarative and procedural knowledge about physical activity. Declarative knowledge is the 'know-what' and procedural knowledge is the 'know-when'. There are many overlaps between types of knowledge and pillars of progression.

### Pillar Progression 1: Motor Competences

These are a person's ability to make a range of physical actions which include co-ordinating fine and gross motor skills. These are fundamental to being able to participate in everyday activities as well as in play and physical activity. For some children, PE will be the first time these competences are taught. Pupils require sufficient and well-designed opportunities to practise these competences as well as feedback to know how to improve. There is a positive link between confidence and competence.

### Fundamental Movement Skills

In the early years, pupils need to develop a good level of fundamental movement skills which are the basic motor patterns which are not learned naturally. They include locomotor skills (such as running and jumping), stability skills (such as twisting and balancing), and manipulation skills (such as throwing and catching) which are best developed between the ages of 3 and 8. The curriculum should include progression from these simple movements to more complex movements as children get older

### Pillar Progression 2: Rules, Strategies & Tactics

Pupils also need to be taught how to move intelligently as well as competently. The rules, strategies and tactics which are involved with different types of activity require explicit teaching. Tactics are the decisions people make about how, when and where to move and are closely related to motor competences as they are only successful if pupils can perform the necessary movement. Some physical activities do not have rules or tactics but they do have strategies for success. These are less time-dependent than tactics and can have broader relevance beyond playing games.

### Pillar 3: Healthy Participation

Pupils need to learn how to participate in physical activity in a healthy way. This can involve having their understanding from outside of school challenged and corrected. For example, public health messages can sometimes be unclear and unhelpful unless pupils understand them in the correct context. Children need to understand how their knowledge of health applies to physical activity so they can participate fully and safely

### Vocabulary

PE is a vocabulary-rich subject - it contains both specific terminology and informal language which can be used to 'chunk' more complex information e.g. the word 'line' referring to a specific situation and action within a game. Building children's vocabulary increases participation in games and prevents children becoming marginalised due to not understanding the language of physical activity. Specific vocabulary can help pupils refer to knowledge with specificity.

### Curriculum Design

Pupils develop their knowledge within a specific domain. This takes time and relies on clear instruction, and sufficient practice and feedback. Pupils do not naturally transfer their knowledge from one context to another. Any links need to be explicitly taught. It is important that the curriculum provides enough opportunity for pupils to master the intended knowledge and they should not move too quickly from context to another

### Content & Sequencing

The National Curriculum requires a school's PE curriculum to be broad and ambitious. It is not possible to teach the full body of content that could be taught and so schools need to make decisions based on the potential of content to enable progression across the three pillars. Content needs to be sequenced so that pupils can develop their schema by building on secure, pre-requisite knowledge. Comparing and contrasting knowledge between two different domains helps children develop a rich and deep understanding.

### **Curriculum Overview – Early Years**

Children now the importance for good health, of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

#### ***Delivered through:***

Unique child (observe what a child is learning)

Positive relationships (what adults do)

Enabling environments (what adults provide)

### **Curriculum Overview – KS1**

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 others) and cooperative physical activities, in a range of increasingly challenging situations.

#### ***Delivered through:***

**Acquiring and developing skills**, pupils being taught to master basic movements including running, jumping, throwing and catching as well as developing their balance, agility and coordination.

**Selecting and applying skills, tactics and compositional ideas**, pupils being taught to develop simple tactics for attacking and defending and being able to create simple movement patterns.

**Evaluating and improving performance**, pupils being taught to recognise their own success.

**Knowledge and understanding of fitness and health**, pupils being taught to be physically active for sustained periods of time and have strength (stamina) and suppleness to use a range of fundamental movement skills across a broad range of activities.

**A broad range of activities**, pupils will experience a wide range of physical activity which is broad and balanced to include team games, competitive activities, cooperative activities and dance. (Swimming can be offered)

## **Curriculum Overview – KS2**

Pupils should continue to apply and develop a broad 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.

### ***Delivered through:***

**Acquiring and developing skills**, pupils will apply and develop a broader range of skills such as running, jumping, throwing and catching in isolation and in combination and develop overall fitness and strength.

**Selecting and applying skills, tactics and compositional ideas**, pupils will apply basic principles suitable for attacking and defending, use compositional skills to create and perform a range of movement patterns, solve problems and overcome challenges both as individuals and within a team.

**Evaluating and improving performance**, pupils will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success, compare their performance with previous ones and demonstrate improvement in order to achieve their personal best.

**Knowledge and understanding of fitness and health**, pupils will be physically active for sustained periods of time and develop flexibility, strength, stamina to be able to play in games, take part in performances, overcome challenges and achieve their personal bests.

**A broad range of activities**, pupils will experience a broad but balanced curriculum experiencing a wide range of physical activities and sports including but not limited to: competitive striking and fielding, invasion and net/wall games (modified where appropriate), dance, outdoor and adventurous activity challenges, swimming and water safety, athletics and gymnastics.

- Swimming – Children will be taught to swim competently, confidently and proficiently over a distance of at least 25 metres.
- To use a range of strokes effectively e.g. front crawl/back crawl/breast stroke.
- Perform safe self-rescue in different water based situations.

## **Inter Competition**

The JMAT is committed to providing an extensive annual programme of inter school festivals. These competitive events are planned to ensure the inclusion of all pupils regardless of ability or gender. Specific events are included for Pupil Premium, Gifted and Talented and SEND groups. Community facilities are used to promote exit routes. E.g. Wath Academy, Wath Cricket Club, Herringthorpe Stadium.

Links – Pupils are signposted to various clubs within the community.

## **Intra Competition**

JMAT Schools provide high quality after school clubs through teaching staff and outside coaches. Session plans with outside coaches are shared before a block of sessions to ensure high quality. Regular intra competition is also held at lunchtimes through staff members.

## **School Club Links**

JMAT schools strive to forge school-club links through inviting local clubs to provide taster sessions within school.

## **Safeguarding**

All staff have a duty to ensure that PE can take place in a safe, risk minimised environment. Risk Assessments are completed for all areas of the PE curriculum including for the environment in which the activity takes place and revised annually and or in reflection of changes made.

## **Assessment**

JMAT schools assess children half termly using the PE milestones and their own planning and assessment documents.

**PE Kit** – All pupils and all staff are expected to wear appropriate and suitable clothing and footwear: these should fit well without additional ties/laces. Clothing posters are displayed within school.

Pupils, who attend without the appropriate PE Kit, will be expected to wear a spare kit provided by the school or participate in an evaluation or coaching role for that session.

**Personal Effects/Earrings/Jewellery** – These should not be worn under any circumstances. If the item concerned cannot be removed then it must be taped up by the individual pupil themselves or by the parent/guardian prior to school. No other jewellery is accepted. Staff have a duty of care to ensure that students are able to participate actively without unnecessarily endangering themselves or those working around them. Where staff catch sight of any jewellery during any PESSPA activity, they should stop the activity and initiate procedures to make the situation safe. Long hair should be tied back.

This is referenced in the AFPE Safe Practise in Physical Education, School Sport and Physical Activity designed for schools.

**Swimming-** The “Rotherham Schools Swimming Health & Safety Policy” states the safe removal of earrings before pupils enter the poolside.

**Gymnastics equipment-** Whatever the function of gymnastics equipment, staff should ensure that:

- equipment is assembled and dismantled systematically and the students are taught to do this, wherever possible

- equipment is checked by staff to ensure correct assembly before activity commences, and that students are encouraged to remain alert to, and report, any unintended adjustment as work proceeds

- equipment is regularly inspected and repaired, where necessary, by qualified maintenance engineers on at least an annual basis

- staff familiarise themselves with key safety points to check on gymnastics equipment

-students learn how to lift, carry and place equipment safely

*“James, Angela & Elbourn, Jill (2016), Safe Practise: in Physical Education, School Sport and Physical Activity”*

**Changing areas**-Many primary schools lack purpose-built changing rooms but find spaces where the sexes, individuals or small groups can change separately. Schools need to be aware of safeguarding and NSPCC guidance for children in their school. Preference expressed for separate sex areas regularly extends to students as young as the start of Key Stage 2. Schools should begin to consider how they can accommodate this safely by: using screens in a classroom to separate the room, allowing one sex to change during a break time, if this occurs directly before the lesson, using two different areas, such as a cloakroom and a classroom if supervision is available.

*“James, Angela & Elbourn, Jill (2016), Safe Practise: in Physical Education, School Sport and Physical Activity”*

**Incapacity** – Pupils who have written parental notification of their injury/illness will take part in an evaluation or coaching role.

**Disclosure** – All adults working with pupils within the JMAT and its schools will be subject to the relevant checks.

### **Sports Premium**

***Objective is to extend the quality and breadth of PE, School Sport and Physical Activity Provision inline with the Governments Active 30:30 target.***

PE and school sport is used as a tool to improve whole school issues such as attendance, behaviour and achievement.

PE Planning relates directly to the whole school development plan and is reported and publicised on individual school websites as per the DfE guidance.

### **Guidance for School Swimming lessons**

Swimming and Water Safety is a requirement as part of the National Curriculum for PE, therefore it is important to facilitate the return of pupils to the pool.

The following guidance relates to swimming lessons for all school settings. A high degree of cooperation and coordination needs to exist between all those involved in planning and teaching school swimming lessons. Dialogue should be on-going and two-way so that everyone is clear about their roles and responsibilities and knows what is expected of them throughout the visit to the pool. These roles should be clearly defined in the service level agreement provided by the school swimming provider to the school. Curriculum swimming providers should refer to their own documentation to determine such aspects as the number of lifeguards, swimming teachers and their qualifications to groups of pupils and safe working practices.

Returning to the pool, guidance for school swimming, published 20<sup>th</sup> August 2020

### **References**

Angela James & Jill Elbourn (2016), The Association for Physical Education and Coachwise Ltd, Safe Practice: in Physical Education, School Sport and Physical Activity

Returning to the pool, guidance for school swimming, published 20<sup>th</sup> August 2020

Research review series PE, published 18 March 2022

<https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe>

[A Summary of Ofsted's PE Research Review for Teachers and Leaders \(Physical Education\) \(marcrhayes.com\)](#)