



DOLPHINHOLME CE PRIMARY SCHOOL

Physical Education Policy

September 2021

MISSION STATEMENT

‘With God at the heart of everything we do,
We educate by encouraging a sense of wonder, praise and mutual respect.
We offer every child opportunities for success,
Making them confidently equipped for life’s journey.’

Intent:

At Dolphinholme CE Primary School, we believe that physical education is vital to a pupil’s physical, social and emotional health. We understand physical education develops the children’s knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. We acknowledge the important link between a healthy lifestyle and the ability to learn effectively. We also recognise that school can play a significant role, as part of the larger community, to promote a healthier lifestyle. As a result, we aspire to improve the health of the school community by teaching ways to establish and maintain lifelong physical activity habits. At Dolphinholme, we work hard to unlock the potential of all children by ensuring that our PE curriculum is inclusive to all children. Our aim is for our children to be competent and confident in a wide range of skills through activities and games. We want children to be able to communicate, collaborate and evaluate their own learning, including success and losses. Winning and losing is an important life skill and we aim to link this to our Christian values such as respect, compassion and perseverance within games. Ultimately, we want to provide children at Dolphinholme with the knowledge and skills to develop a life-long love of physical activity, sports and exercise.

Implementation:

- In order for pupils to progress in PE we have designed our curriculum to provide challenging and enjoyable learning experiences in PE through a range of sporting activities, progressing skills throughout key stages and year groups.
- An age- appropriately designed curriculum that supports the needs of individuals, including assessing the impact of the pandemic in relation to skills and progression.

- Long term planning that sets out the PE units for the topic to ensure the skills and requirements of the National Curriculum are fully met.
- Developing competence to excel in a broad range of physical activities for sustained periods of time.
- Consistently giving children the opportunities to learn strategies to lead a healthy and active lifestyle. Our whole school topic 'Eat Like a Champ' is revisited at the start of each year and reinforces the importance of leading a healthy and active lifestyle.
- KS1 & KS2 will have 2 hours of quality PE sessions a week which cover a range of skills, sports disciplines and character values.
- Our "well-being walk" takes place every morning to get children participating in physical activity before the day begins to encourage mental well-being.
- Young Leaders is run in school by UKS2 every Friday, REC-Y4 take part in a range of skills during break time.
- After school clubs are available to KS2 children and this is routinely changed to provide a range of sports to be accessed and a range of competitive sporting events for children to attend in the local area.
- Whole school swimming takes place allowing every year group to participate in swimming for a term a year. Ensuring that by the end of year 6 children can swim at least 25 metres.
- A good quality CPD for all staff to become competent and confident in skills, progression and character values in an area appropriate to their personal development.

Teaching and learning style:

Our children will be provided with opportunities to be creative, competitive and co-operative as they face challenges as individuals in groups or teams. The organisation of PE in our school promotes learning through physical activity, games and sports. Lessons are planned for units of work that are age appropriate and differentiate between ability and year group, taking into consideration their individual needs, any missed learning and appropriate challenges. PE is inclusive to our students and we will aim to ensure that all children's needs are met through the correct support, equipment, teaching and challenge we provide students with. Children are encouraged to work collaboratively to discover the correct performance of specific skills alongside the modelling good performance of skills by children and adults. We aim to develop skills and competency with a greater depth of understanding and application of these skills. Children will be given the opportunity to perform and apply their skills, and reflect on their own and each other's performance.

The teaching of PE extends further than stand alone PE lessons. Physical activity should be an integral part of the children's school day and active learning is fundamental to children's learning and retention. Teachers are encouraged to take learning outdoors and use physical movements at given opportunities. The subject leader will offer guidance and ideas on how to do this. Teachers will routinely share good practice.

Planning

Dolphinholme uses the Lancashire PE Passport App to inspire our curriculum and ensure that the progression of skills is implemented throughout each year group. This supports that all children are appropriately challenged, making progress and covering all of the key learning outcomes whilst revisiting and mastering previously learnt skills. The planning and delivery of each unit of work is adapted to fit our creative curriculum and to give the basis of skills to be taught by teachers and professional coaches, when appropriate.

As required in Key Stage 1, the children learn dance, games, gymnastics and athletics. In Key Stage 2 the children learn dance, games and gymnastics, plus three other activities: swimming and water safety, athletics and outdoor and adventurous activities.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group. Every class will have two sessions of PE each week. This will be decided in our curriculum overview for the year. Individual curriculum overviews should outline the skills to be taught in the half term and the character values that are relevant to the topic.

Our progression of skills document is used to guarantee that all objectives are met by the end of the year group and key stage.

The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop their fundamental movement skills and develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Assessment

Teachers will use formative and summative assessment methods on the Lancashire PE passport app to monitor progress. Evidence of progress will be recorded on the app. Teachers should set challenging and achievable targets to pupils based on their strengths and weaknesses. At the end of each unit an overview of progress made should be recorded by class teachers and logged on PE iPads, this will be a range of whole-class, groups and individual assessments. This will allow for an overview of all progress made over that academic year. Children will be levelled at the end of the year as either Working Towards their year group expectations or Emerging, Developing, Secure or Exceeding in their age related expectations. This information will be passed on to the next class teacher as well as the subject lead, this will indicate how children need to be supported and challenged in the following years.

Swimming will be assessed by the swimming instructors at Lancaster University, this information will be reported to the class teacher and given to the subject lead.

Equal Opportunities and Inclusion

At Dolphinholme we are proactive in ensuring that all pupils are provided with a comprehensive programme of physical activity. We will endeavour to adapt our planning to support specific needs of pupils, wherever possible therefore learning experiences will be differentiated to meet individual needs, including those who have diverse special educational needs, disabilities, gifted and talented pupils and students that have English as an additional language. We achieve this by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces to work and differentiated tasks which enable all pupils to make progress.

Monitoring of Standards of Teaching and Learning

The subject lead is responsible for the overall monitoring and quality of PE and Physical Activity. This is done through:

- Observation of teaching and learning of all staff, including external coaches.
- Self-evaluation
- Staff feedback
- Monitoring of equipment
- Pupils Assessment data
- Pupil voice- the role of subject ambassadors.
- Pupil questionnaires
- Pupil attendance and achievement in sporting competitions
- Attendance at after school clubs

The subject lead should:

- Support colleagues in the planning and teaching of PE.
- Provide a strategic lead and direction for the subject in the school.
- Keep informed about current developments in the subject.
- Manage the PE budget and Sport Premium, reporting this to the headteacher and publishing its impact on the schools website.
- Monitor classroom practice, planning and auditing needs for CPD to ensure high quality delivery and impact.
- Attend courses to develop their own professional development and leadership.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE shed and in the hall, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely. The children use the school playground and the playing field for games and athletics activities and the local swimming pool for swimming

lessons. Play-time equipment such as balls, skipping ropes, shooting hoops, hula hoops and more are accessible to students during play times and lunch times.

Health and safety

Staff are responsible for ensuring that they are familiar with the Risk Assessments and safe practice of individual PE lessons to reduce the risk to students within their control. Staff should take into consideration and be aware of pupils who have SEN and may need special provisions.

Pupils should wear their school PE top and appropriate shorts or sports leggings or jogging bottoms. Any jewellery should be removed and long hair tied back. Trainers or pumps should be worn during these lessons unless participating in indoor activities such as gymnastics.

All staff should make themselves aware of the “Safe Practice in Physical Education, Physical Activity and School Sport” (2020) guidance provided by the Association for Physical Education. A copy is located in the staff room.

Physical activity outside of the curriculum

Curriculum links

Teachers are encouraged to integrate active learning into their daily curriculums and planning wherever possible. Anytime that children can use physical activity in their learning will create positive learning experiences that not only contribute to their recommended 60 minutes of physical activity a day, but helps them remember key concepts. The subject lead will support teachers in any additional support that may be needed with this.

Active play times

Children are encouraged to participate in activities during play times using the equipment in our shed. In addition to this, every Friday our year 5 and 6 students take responsibility for the ‘Young Leaders’ programme. The students will independently create, set up and lead small group activities for the rest of the school.

All children get two play times in the morning of 15 minutes. Children participate in the Daily Mile as one of these playtimes is spent walking or running around our track. For most children in KS2, a mile is achievable during this time.

In the morning before school starts, our ‘well-being’ walk takes place and children walk with their friends to start the day with a positive attitude. The children are routinely reminded of the benefits of exercise and how this contributes to a happy mind and happy lifestyle.

Extra- curricular activities and clubs

At Dolphinholme we aim to provide extra-curricular activities students may not usually participate in. These are available to children in KS2 and are led by teachers or external coaches. Some examples of these activities include: fencing, cricket, athletics and more.

Promoting physical activity to the wider community

Dolphinholme encourages children to participate in clubs at school as well as in the wider community, many of whom take part in. This is encouraged by:

- Sending out details of physical activity in the community, including activities during the school holidays.
- Clubs that children may participate in.

Health/mental wellbeing

We aim to support children in being equipped for life's journey and a healthy lifestyle can be an important factor in ensuring that children thrive. It is therefore important that as a school we give children the information they need to make good decisions about their own health and mental wellbeing as they are interlinked. Across the whole school, each year is started with our 'Eat Like a Champ' topic. During this time children are taught about the importance of a healthy lifestyle, including physical and mental wellbeing. During this topic and then integrated into the school year, children will learn about how exercise, physical activity, diet and nutrition can impact on their bodies and how physical activity can positively impact their mental wellbeing.

Home learning

In the event that school needs to close during school time, the subject lead will ensure that children are provided with:

- Online resources to encourage physical activity at home.
- Links to child-friendly exercise videos that adults can join in with at home.
- Links to clips that support performing specific skills.

Impact:

We have carefully planned and reviewed our curriculum to ensure that all the strands of PE are covered in each year group. Children will be supported in becoming confident within each of these and progress their skills and knowledge in their journey at Dolphinholme school. Our skills progression document alongside the use of the PE Passport App will ensure this takes place and will ensure that our PE curriculum is consistently providing children with high quality physical activity that is engaging and fun. Our lessons encourage children to take responsibility for their own health and fitness as they understand the impact exercise has on having a healthy and happy life. We encourage our children to join after school clubs and sports clubs in the local area, many of whom take part in. We provide the opportunities for success in our lessons and we aim for children to be confident in PE, equipped with a deep knowledge of the skills they need for a healthy life's journey.

We will routinely review our PE policy and our schools PE curriculum to ensure that we are continuously positively impacting our students' lives.