



Date Policy Agreed by Governors:		Date Policy to be Reviewed:	July 2023
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Introduction

All Hallgate Primary School, we aim to provide a high-quality physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to complete in sport and other activities build character and help to embed values such as fairness and respect.

Aims / Objectives

At Hallgate Primary School, as are aiming to:

- Provide opportunities for all students to be compassionate, loyal and fair.
- Instil integrity and empathy through PE, Sport and Physical Activity, unlocking a child's full physical potential.
- Ensure PE is an integral part of the curriculum.
- Celebrate sporting success and involvement, both in and out of school.

Healthy, active children achieve more.

Intent

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.

Implementation

The teaching of PE at Hallgate enables clear expectation and targets across the whole school. Pupils get to experience PE for 2 sessions a week. Teachers enable children to plan, create, practise, observe, evaluate and present their work in a range of different sports. Teachers are there to support through clear feedback in order to help improve and identify their next steps.

Extra-curricular activities are an important part of children's education. At Hallgate Primary School, we offer a range of PE-related activities that take place outside of lesson time. These encourage pupils to further develop their skills in a range of activity areas. We are part of the local Sports Partnership, who run various activities and competitions.

Details are posted on the Sports Noticeboard (in the KS2 corridor) and letters / more information is sent to pupils who are interested. These activities introduce a competitive element and enable pupils to put into practice the skills that have been developed in lessons. These opportunities also foster a sense of team spirit and cooperation amongst the pupils.

Children at Hallgate Primary School wear specific clothing for PE and Outdoor Learning, for health & safety and hygiene reasons. The PE uniform is: House t-shirt, navy or black shorts, plimsolls or trainers. Please don't forget to label your child's PE kit. We ask that PE kit is brought into school at the start of the week and left in school all week. It needs to be taken home regularly for washing. A bag is provided for children in EYFS / KS1, which is to be kept in school. Long hair needs to be tied back and earrings need to be removed or taped up using surgical tape.



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All jewelry must be removed before PE lessons, if not your child will be asked to remove it and give it to the class teacher before participating in PE.

Impact:

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. At Eastfield, we provide opportunities for children 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. We strive for:

- Mentally and physically fit pupils who think strategically as well as critically
- Pupils equipped with strategies to positively challenge life and the wider world
- Strong sporting attitude and spirit
- Equipped with positive character

EYFS Statutory Educational Programme:

- Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.
- Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

National Curriculum

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.

The end of key stage expectations are as follows.

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 movement, including running, jumping, throwing and catching.
- Developing balance, agility and coordination and begin to apply these to a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Performance dances using simple movement patterns.

Key Stage 2



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Pupils should continue to apply and develop a border range of skills, learning how to use them in different wats 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 their personal best.

Organisation

In Foundation, the children are taught physical activity through a range of activities indoors and outdoors. Some examples of activities include; dough disco, pen disco, write dance, movement with scarves and parachute games. Children are encouraged to develop, listening, cooperation and collaboration with their peers and adults in the setting. From them coming into Foundation; they are given the change to develop confidence, independence and a have ago attitude to achieve their own goals.

From September 2021, we will be following the Complete PE curriculum scheme and the Chance to Shine cricket planning. All teachers from foundation two to Year 6 will use the scheme to aid their own planning to suit the children in their class. They print the Complete PE schemes of work off the website and add the following; warm up, cool down, resources, adaptations that are needed to support lower abilities or challenge for the more able children. PE assessment objectives need to be added onto the schemes of work.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the internal PE cupboards in the blue hall. Both halls also contain a range of large apparatus for example benches which we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. We have Sports Leaders who make sure equipment is ready to be used in PE lessons and for sports clubs. The children use the school field and playgrounds for games and athletics activities. When outside agencies come to teach PE, they will often bring their own equipment too.

Social Media

Sports competitions results and photos of children taking part in competitions to be added to newsletters, school website, facebook or twitter. consent is obtained by parents when they fill out competitions consent forms. Every class to put some pictures and information onto social media



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to show what two sports their class are doing every half term to keep parents informed and raise the profile of sport across school.

Roles and Responsibilities

Mrs C Magowan (PE Coordinator) has overall responsibility for everything relating to PE, Physical Activity, inter and intra sports competitions and the development, monitoring and review of the provision of PE and Physical Activity. Mrs Magowan will consult with the Head Teacher on PE matters and provision and the Head Teacher will oversee all things relating to PE at Hallgate Primary School.

Teaching staff and HLTA should follow the Policy and consider how they can use it to support their planning, teaching and assessing PE. Also, they are expected to ensure that safe and effective procedures are adopted in all physical activities at all times.

Links to other curriculum areas

Physical Education has many links to other subjects within the primary curriculum and where possible, opportunities will be sought to draw experiences out of a wide range of activities, for example orienteering can be linked with geography. English and Music provide many stimuli for Dance and Movement. Pupils will have opportunities to develop their language skills, and collaborative work will extend their PSHE and RSE. When it is appropriate, use will be made of both indoor and outdoor environments during a range of different lessons.

Assessment

Children will be assessed during PE lessons using o'track on an IPAD. This will be done by the children demonstrating the skill whilst the teacher will observe and put their assessment on o'track during the lesson. There is PE progression of skills from foundation to Year 6 that are split into gym, dance, athletics, games and outdoor adventure. PE assessment objectives to be put onto schemes of work by the teacher. The class teacher will be responsible for PE assessment and the PE coordinator will oversee the progression of the children throughout the school. Once implemented over a year, the class teacher will need to look at previous year groups assessment to know where they need to pitch that years learning.

Inclusion

All pupils are entitled to access a full programme of PE as possible. (Equality Act 2010)

To enable all pupils to enjoy suitable and safe participation and to demonstrate inclusion in all year groups, the class teacher will have the knowledge of the specific learning difficulty, disability, medical condition, mental health or behaviour disorder to understand how an individual's condition could affect them during PE lessons.

Medical needs- pupils who have suffered an injury, had a medical operation or have been advised by their doctor to not participate in PE or physical activity, may be excused from practically taking part in PE lessons until recovered. The child will be given a different role to undertake e.g. umpire, coach, commentator or give advice to other children during PE lessons.



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Parents will need to either speak to the class teacher, email the class emails or bring in a written letter to explain their child's condition. The appropriate action will be taken to ensure their own safety and to aid recovery. Once the child has recovered this needs to be passed on via a letter to the class teacher, resulting in participation in PE and all physical activity (including break times/lunchtimes).

Equality

All pupils will have equal opportunity to reach their full potential across the Physical Education curriculum regardless of their race, gender, cultural background, ability or physical disability.

Health and Safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with Risk Assessments and safe practice to reduce the element of risk to the absolute minimum within their control.

Staff are aware of pupils who have SEN with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma

Staff know about the safe practices involved in moving and using apparatus

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Staff teaching or attending PE should wear the PE kit provided by School and also consider their own and their pupils' safety with regard to their own additional personal clothing, footwear and jewellery when involved in the teaching of any sporting activity.

We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips.

Monitoring and evaluation of physical activity

The PE coordinator is responsible for monitoring the overall quality of PE and Physical Activity provision. We monitor PE in the curriculum through subject monitoring of planning, assessments on o'track, pupils voice, staff voice, equipment audits, pupils attendance in sports competitions and lesson observations.



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