



# Clee Hill Community Academy

## Physical Education Policy

March 2018  
Review March 2021

### **Introduction:**

"Physical education (PE) is part of every child's entitlement to a good education. It is unique in that it is taught through physical activity in weekly practical lessons both indoors and outdoors, in a wide range of physical, creative and aesthetic settings. It provides pupils with the generic skills, knowledge and understanding they need to become physically literate, and at the same time gives most of them their first regular experiences of sport. When taught well, physical education enthuses and inspires pupils to participate fully and develop a life-long love of physical activity, sport and exercise. "

### **The Importance of Physical Education:**

Physical Education develops pupil's physical competence and confidence, and their ability to use these to perform in a range of activities.

PE promotes:

- Physical skilfulness,
- Physical development
- A knowledge of the body in action.
- Positive attitudes to an active and healthy lifestyle.

PE provides opportunities for pupils to be:

- Creative
- Competitive
- To face up to different challenges as individuals, in groups and in teams.

Pupils learn how to:

- Think in different ways to suit a wide variety of creative, competitive and challenging activities.
- Plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.
- Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in life long physical activity.

### **Aims and Purposes:**

PE offers opportunities for children to:

- Become skilful and intelligent performers;
- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- Develop their ideas in a creative way;
- Set targets for themselves and compete against others, individually and as team members;
- Understand what it takes to persevere, succeed and acknowledge others' success;
- Respond to a variety of challenges in a range of physical contexts and environments;
- Take the initiative, lead activity and focus on improving aspects of their own performance;
- Discover their own aptitudes and preferences for different activities;
- Make informed decisions about the importance of exercise in their lives;
- Develop positive attitudes to participation in physical activity;

## Teaching of PE at Clee Hill

In order to ensure our children get the best out of PE within our school the following ethos is followed:

*Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.*

PE PLANNING IS:

- Highly Kinaesthetic
- Accessible to all abilities
- Able to accommodate and develop children's interests in a wide range of sporting activities

*Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.*

PE TEACHING IS:

- Actively participatory, with the teacher facilitating purposeful and productive practise.
- Expanded in a wide range of after-school sporting opportunities.
- Broad enough to extend and encourage the highest ability learners, whilst still remaining accessible to all.

***Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.***

PE ASSESSMENT IS:

- An on-going dialogue between child and teacher, with both short and long term goals considered.
- Detailed and specific: individual progress of children is measured against detailed criteria across a wide range of sporting activities.
- Consistently looking to extend children, in order that they fully realise their potential within the subject.

***Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.***

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- The safe use of a wide range of resources.

TEACHERS WILL MAKE SURE THAT:

- Risks have been assessed carefully before carrying out any practical activities.
- Children are dressed appropriately for a practical lesson. This includes white T-shirt, black/tracksuit bottoms for outdoors combined with a school jumper. Bare feet are required when students use the gym apparatus and are also appropriate for dance activities and some indoor games. Sports shoes such as trainers are required for all other activities.
- No jewellery will be worn by the children during PE lessons, except for small stud earrings. Jewellery with religious significance may be allowed but must first be approved by the Head teacher.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Health and safety procedures are in place and are adhered to.

***Teachers need to be clear and consistent on appropriate supervision and arrangements for changing. KS1 to get changed together in the classroom and KS2 will get changed in separate gender classrooms/areas.***

## PE Teaching and the Curriculum

The PE curriculum will be delivered by class teachers, higher level teaching assistants (where appropriate) and expert coaches, following the school's long term plan.

Cycle A	Autumn	Spring	Summer
Class 1	<b>Multi Skills/Gymnastics</b> Mastering basic movements <ul style="list-style-type: none"> <li>• Running, Jumping, throwing and catching</li> <li>• Balance, agility and coordination</li> </ul>	<b>Dance/Games</b> <ul style="list-style-type: none"> <li>• Perform dances using simple movement patterns</li> <li>• Begin to participate in simple team games</li> </ul>	<b>Athletics/Swimming</b> <ul style="list-style-type: none"> <li>• Running, Jumping, throwing and catching</li> <li>• Water safety and Confidence</li> </ul>
Class 2	<b>Gymnastics/Dance</b> <ul style="list-style-type: none"> <li>• Travelling</li> <li>• Levels and sequences</li> </ul>	<b>Gymnastics/Dance</b> <ul style="list-style-type: none"> <li>• Balancing</li> <li>• Levels and sequences</li> </ul>	<b>Games/Athletics/Swimming</b> <ul style="list-style-type: none"> <li>• Ball skills - throwing and catching/rolling</li> <li>• Simple ball games</li> <li>• Running/throwing</li> </ul>
Class 3	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>• Rolls</li> <li>• Turns</li> <li>• Jumps</li> </ul> <b>Netball</b> <ul style="list-style-type: none"> <li>• Throws</li> <li>• Catching</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Egyptian dancing</li> <li>• Repeating movements</li> <li>• Sequences</li> <li>• Dances from other cultures.</li> </ul> <b>Rugby</b> <ul style="list-style-type: none"> <li>• Playing tag</li> <li>• Dodging other players</li> <li>• Accurate passing of the ball</li> </ul>	<b>Tennis</b> <ul style="list-style-type: none"> <li>• Serving</li> <li>• Accuracy when returning the ball.</li> <li>• Using a range of hits</li> </ul> <b>Athletics</b> <ul style="list-style-type: none"> <li>• Sprinting</li> <li>•</li> </ul>
Class 4	<b>Football</b> <ul style="list-style-type: none"> <li>• Ball control</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>• Balances,</li> </ul>	<b>Rounders</b> <ul style="list-style-type: none"> <li>• Throwing and</li> </ul>

	<ul style="list-style-type: none"> <li>• Passing</li> <li>• Tackling</li> </ul> Hockey <ul style="list-style-type: none"> <li>• Accurate passing</li> <li>• Game skills</li> </ul>	including equipment. <ul style="list-style-type: none"> <li>• Twists, turns, jumps using apparatus.</li> </ul> Dance <ul style="list-style-type: none"> <li>• Cheerleading</li> <li>• Coordination</li> <li>• Balance</li> </ul>	catching <ul style="list-style-type: none"> <li>• Fielding skills</li> <li>• Batting (using tennis bats)</li> </ul> Athletics <ul style="list-style-type: none"> <li>• Long distance running</li> <li>• Ball throw</li> </ul>
Class 5	Football <ul style="list-style-type: none"> <li>• Healthy lifestyle</li> <li>• Warm-ups</li> <li>• Skills</li> </ul> Hockey <ul style="list-style-type: none"> <li>• Attacking and defending</li> <li>• Shooting</li> <li>• Game skills</li> </ul>	Gymnastics <ul style="list-style-type: none"> <li>• Balances</li> <li>• Travelling including across apparatus</li> <li>• Developing and refining sequences.</li> </ul> Dance <ul style="list-style-type: none"> <li>• The Haka</li> <li>• Pattern dances</li> <li>• Evaluating performance</li> </ul>	Runders <ul style="list-style-type: none"> <li>• Accuracy when throwing and catching</li> <li>• Fielding skills</li> <li>• Batting skills using runders bats</li> <li>• Bowling</li> </ul> Athletics <ul style="list-style-type: none"> <li>• Sprinting and Long distance running.</li> <li>• Hurdles</li> </ul>
Cycle B	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Class 1	Multi Skills/Gymnastics Mastering basic movements <ul style="list-style-type: none"> <li>• Running, Jumping, throwing and catching</li> <li>• Balance, agility and coordination</li> </ul>	Dance/Games <ul style="list-style-type: none"> <li>• Perform dances using simple movement patterns</li> <li>• Begin to participate in simple team games</li> </ul>	Athletics/Swimming <ul style="list-style-type: none"> <li>• Running, Jumping, throwing and catching</li> <li>• Water safety and Confidence</li> </ul>
Class 2	Gymnastics/Dance <ul style="list-style-type: none"> <li>• Travelling</li> <li>• Levels and sequences</li> </ul>	Gymnastics/Dance <ul style="list-style-type: none"> <li>• Balancing</li> <li>• Levels and sequences</li> </ul>	Games/Athletics/Swimming <ul style="list-style-type: none"> <li>• Ball skills - throwing and catching/rolling</li> <li>• Simple ball games</li> <li>• Running/throwing</li> </ul>
Class	Gymnastics	Dance	Tennis

3	<ul style="list-style-type: none"> <li>• Rolls</li> <li>• Turns</li> <li>• Jumps</li> </ul> <p>Netball</p> <ul style="list-style-type: none"> <li>• Throws</li> <li>• Catching</li> </ul>	<ul style="list-style-type: none"> <li>• Egyptian dancing</li> <li>• Repeating movements</li> <li>• Sequences</li> <li>• Dances from other cultures.</li> </ul> <p>Rugby</p> <ul style="list-style-type: none"> <li>• Playing tag</li> <li>• Dodging other players</li> <li>• Accurate passing of the ball</li> </ul>	<ul style="list-style-type: none"> <li>• Serving</li> <li>• Accuracy when returning the ball.</li> <li>• Using a range of hits</li> </ul> <p>Athletics</p> <ul style="list-style-type: none"> <li>• Sprinting</li> <li>•</li> </ul>
Class 4	<p>Football</p> <ul style="list-style-type: none"> <li>• Ball control</li> <li>• Passing</li> <li>• Tackling</li> </ul> <p>Hockey</p> <ul style="list-style-type: none"> <li>• Accurate passing</li> <li>• Game skills</li> </ul>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>• Balances, including equipment.</li> <li>• Twists, turns, jumps using apparatus.</li> </ul> <p>Dance</p> <ul style="list-style-type: none"> <li>• Cheerleading</li> <li>• Coordination</li> <li>• Balance</li> </ul>	<p>Rounders</p> <ul style="list-style-type: none"> <li>• Throwing and catching</li> <li>• Fielding skills</li> <li>• Batting (using tennis bats)</li> </ul> <p>Athletics</p> <ul style="list-style-type: none"> <li>• Long distance running</li> <li>• Ball throw</li> </ul>
Class 5	<p>Football</p> <ul style="list-style-type: none"> <li>• Healthy lifestyle</li> <li>• Warm-ups</li> <li>• Skills</li> </ul> <p>Hockey</p> <ul style="list-style-type: none"> <li>• Attacking and defending</li> <li>• Shooting</li> <li>• Game skills</li> </ul>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>• Balances</li> <li>• Travelling including across apparatus</li> <li>• Developing and refining sequences.</li> </ul> <p>Dance</p> <ul style="list-style-type: none"> <li>• The Haka</li> <li>• Pattern dances</li> <li>• Evaluating performance</li> </ul>	<p>Rounders</p> <ul style="list-style-type: none"> <li>• Accuracy when throwing and catching</li> <li>• Fielding skills</li> <li>• Batting skills using rounders bats</li> <li>• Bowling</li> </ul> <p>Athletics</p> <ul style="list-style-type: none"> <li>• Sprinting and Long distance running.</li> <li>• Hurdles</li> </ul>

## **Early Years Foundation Stage (EYFS):**

We encourage the physical development of our children in both the Nursery and Reception class as an integral part of their work. We encourage the children to develop confidence, control of the way they move, and care in the handling of 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.

We relate the physical development of the children to the objectives set out in the Development Matters Documents and Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

### **22-36 months:**

- Runs safely on whole foot.
- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- Can kick a large ball.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Beginning to use three fingers (tripod grip) to hold writing tools
- Walks upstairs or downstairs holding onto a rail two feet to a step.

### **30-50 months:**

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet..
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.

- Can catch a large ball.

#### **40-60 months:**

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

#### **Early Learning Goals:**

Children show good control and co-ordination in large and small movements.

They move confidently in a range of ways, safely negotiating space.

Children know the importance for good health of physical exercise.

#### **Key Stage 1:**

During key stage 1, children build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to play and work with other children in pairs and small groups. By watching, listening and experimenting with movement and ideas, they develop their skills in movement and their co-ordination, and enjoy expressing and testing themselves in a variety of situations.

Pupils 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 are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils are 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 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 enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are 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

### **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

The above is the National Curriculum requirements for Swimming and Water safety, at Clee Hill we place great importance on this area of PE and therefore, our policy is to take all children from Reception up to Year 6 swimming for 5 sessions a year.

### **Features of Progression:**

To ensure children make progress in PE as they move through from the EYFS, to key stages 1 and 2 teaching provides opportunities for children to progress:

- From early movement explorations to acquiring and developing a range of skills that show improved control and co-ordination, and then to refining and extending these skills and being able to perform them with some accuracy, consistency and fluency;
- From the simple selection and application of skills in a series or combination to the planning and use of more complex sequences, games strategies and compositional principles;
- From being able to describe what they see being performed to making simple evaluations of performance and being able to use this information to improve the quality of their work;
- From knowing that exercise makes them hot or out of breath to developing an understanding of why activity might be good for them and how important it is to their general health and wellbeing, and how different types of fitness affect their performance.

### **Assessment:**

At the end of the Reception Year teachers report on the physical development of the children. At the end of Key Stage 1 & 2 teachers are not required to make statutory assessments in PE. However, class teachers continually assess what stage the individual child has reached in their progression of skills in each area. A comment on progress in PE may be made verbally during Parents Evening, twice a year and there will be a written comment on the end of year report sent home to parents. Pupils are also encouraged to evaluate their own performance regularly.

### **Health and Safety**

When working with equipment in practical activities and in different environments pupils are encouraged to evaluate hazards, risks and their control.

#### **First Aid**

- Any minor injury will be attended by First Aiders (see list in Reception Area)

- Any more serious injury should be reported to Head and the necessary paper work completed. The accident book is kept in the school office.
- Children with asthma should be encouraged to take as full and active role in PE lessons as possible. The need for and availability of inhalers should be discussed with the child, class teacher and parent. Inhalers should be kept within easy reach where necessary.

**Supervision:**

- Never leave a PE class unsupervised.
- Ensure that the number of children does not exceed a safe limit for appropriate activity.
- Teacher's position should be outside the group where possible, so that the whole class can be observed.
- Ensure that you know the procedure for accidents
- Report all accidents to the Headteacher
- Report any faulty equipment to the co-ordinator and the Headteacher.

**Moving Apparatus:**

Most apparatus should be assembled by the teacher and appropriate number of children following a risk assessment. The Teacher should demonstrate how to pick up, move, place down, assemble and check the apparatus. Children who are asked to put apparatus away must know where and how it is to be stored and the safety aspects of storage of equipment should be pointed out to the children. The teacher must check the safety of all apparatus before the children begin. If in any doubt over any of these safety aspects teachers should seek advice from the PE co-ordinator before attempting them.

**Provision for extreme hot/cold:**

In very hot or cold weather, the teacher will need to assess whether to keep the lesson indoors. In very hot weather those with water bottles may take them to PE. Others should be encouraged to stay hydrated. Muscle warm ups and instructions should be given in shaded areas where possible. Caps may also be worn. In cold weather, tracksuit bottoms and warm tops should be encouraged.

## Allocation of Sports Grant for Clee Hill Community Academy

### **What is sports premium?**

#### **Background:**

Since September 2013 each Primary school has received extra sports funding through the Sports Pupil Premium. The PE and Sport Premium provides ring fenced funding for Primary School Head Teachers to improve the quality of the PE and sporting activities they offer the pupils within their school. The funding is currently worth £150 million per year and is provided jointly by the Department for Education, the Department of Health and the Department for Culture, Media and Sport. Former Prime Minister David Cameron announced in February 2014 that the Government have committed funding for the Primary PE and Sport Premium until 2020. On the back of the Sugar tax levy it was detailed in January 2017 that the amount schools would receive would be increased. Schools with 16 or fewer eligible pupils receive £500 per pupil. Schools with 17 or more eligible pupils receive £8,000 and an additional payment of £5 per pupil.

For details of how we prioritise this funding, the impact upon our PE provision and our action plan see Sports Premium Report on the website.