

Brockwell Junior School
P.E. Policy



Introduction

P.E. is an important subject within the framework of the National Curriculum and therefore, is taught as a statutory requirement. We also believe that it is a vital part of the school's curriculum to which all our children are entitled.

In the school's curriculum, games, athletics, gymnastics, dance, outdoor and adventurous activities and swimming take place in a context of teaching and learning. In P.E. general and specific skills are acquired, knowledge and understanding developed and positive attitudes and personal and social attributes encouraged.

Intent

Our intent is to encourage children to lead active, healthy lifestyles and become confident in improving their own health and wellbeing through good lifestyle choices.

Within PE, our intention is for children to develop control, coordination and mastery of the body, through action, sensation and observation. Such experiences, which require thought and effort, lead to improved performance, personal achievement, understanding and increased knowledge.

Through our P.E. teaching we aim to ensure that our children:

- develop a range of fundamental skills.
- maintain and increase physical mobility and flexibility.
- develop stamina and strength.
- develop understanding and appreciation of the purposes, forms and conventions of a selection of physical activities.
- develop the capacity to express ideas in dance forms.
- to develop the appreciation of the concepts of fair play, honest competition and good sportsmanship.
- to develop the capacity to maintain interest and to persevere to achieve success.
- to develop self-confidence through understanding the capabilities and limitations of oneself and others.
- to develop an understanding of the importance of exercise in maintaining an active, healthy lifestyle.
- to develop an understanding of how physical activity can help with mental wellbeing.
- learn to develop leaderships skills.
- set personal challenges.
- to develop determination and resilience.

Implementation

Programme of Study

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

'Complete PE'



Complete PE is an interactive Physical Education resource designed to support the implementation of high-quality physical education curriculum. The primary units of work flow in a progressive and sequential order to ensure that we are always challenging learning. Learning Cards are embedded within our planning, which give additional support and ideas to confidently adapt learning to meet the needs of all pupils. Accompanying each success criteria is an interactive video. These videos demonstrate successful age-related learning and provide a valuable training tool as they bring the lesson and the learning to life. Complete PE's curriculum map builder allows us to design and create our own bespoke curriculum, which allows our pupils access to a progressive, broad and balanced curriculum.

Teaching and Learning

Gymnastics:

Gymnastics is concerned with acquiring control, coordination and versatility in the use of the body. It is based upon natural actions such as jumping, leaping, balancing, rolling, pushing, pulling and swinging. These activities will be explored and refined with the appropriate apparatus so that the variety of each can be experienced, practised and consolidated, leading to improvement in performance.

Such lessons will include opportunities to work at floor level and on apparatus. Apparatus will be used to develop pupils' experiences of working on varied surfaces and heights, requiring them to judge height, width, length and distance. This will also increase the possibilities of swinging, circling or climbing and supporting the body in different ways. Pupils will be

encouraged to work individually, with a partner or in a group.

Dance:

Dance focusses on the developing mastery of the body. Like gymnastics it helps maintain flexibility and mobility and develops an appreciation of line, form, strength and grace in movement. Most importantly, the intention in dance is to use the body expressively, often to convey ideas or moods. Pupils, therefore, need to be made aware of the manner or style of their movement, i.e. moving lightly, suddenly, smoothly and with more control.

Dance lessons will give our pupils the opportunity to respond spontaneously to various stimuli which has been carefully chosen for their evocative qualities, i.e. records, poetry or percussive instruments. Ideas from everyday classwork can also be incorporated into dance lessons, i.e. a snowfall or a windy day. Our children will be encouraged to be aware of patterns of movement which can be repeated and thereby create their own rhythms.

Games:

The main features of games are the development of motor skills, hand and eye coordination, tactics, strategies and the matching of these skills against an opponent or other challenges within a framework of rules. Games take many forms but, in the context of P.E., they produce a high degree of physical activity, physical skills, mental alertness and reaction.

Games invariably involve competition. Early experiences see children in competition with themselves and then against a friend, and then with a friend against others. However, too much competition can detract a pupil from learning the skill involved. We believe that the major emphasis in our games teaching should be on working and sharing together. We also believe, nevertheless, that the fun of simple competition undertaken in good humour and within a framework of simple rules should not be denied to them. In games lessons, whether pupils are competing one against one, in small or large groups or teams the emphasis will be on the application of physical skills and on the development of the skills of team play.

Opportunities to be in a team and play in a match will be provided and for the more able, out of school activities will be arranged. However, in timetabled lessons, teachers will plan to satisfy the needs of all the pupils, as far as is possible.

Our lessons will give our pupils opportunities to run, chase, dodge and change direction so that they become agile, alert and controlled in their use of space. They will use balls and bats of different sizes, shapes and weights so that they develop the ability to throw, bounce, catch, strike, kick and travel with a ball. They will work individually or with partners, often in games which they invent. This will involve regular practice and gradually increase in difficulty.

Athletics:

In athletic training, we seek to develop the child's natural capacity to run, jump and throw without undue emphasis upon competition or on the recognised formal events of athletics. However, this will be arranged for the more able, if appropriate and possible.

These skills will also be demonstrated through the annual sports day.

Outdoor and Adventurous Activities:

All children will do outdoor and adventurous activities including following a map in different contexts, moving from one location to another following a map, using clues to follow a route, following a route accurately, safely and within a time limit.

In addition, in years 6 children will be given the opportunity to experience a residential visit to an Outdoor Education Activity Centre to focus on OAA skills. Year 5 use map work with

children in year 2 for part of their transition.

Swimming and water safety

In year 4, pupils will be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
- perform safe self-rescue in different water-based situations to Aquatics level 5.

Please see the Derbyshire Evolve Swimming Procedure Form.

Differentiation:

Since pupils develop and learn at different rates and in different ways, our teaching methods will also vary to meet these needs. However, the range of teaching styles will include:

Occasionally skills will be broken down into simple tasks for the less able and careful grading of experiences targeted to enable successful and enjoyable learning. Open-ended tasks will also be offered so that pupils may work within their own limitations.

In PE, there are always possibilities for organising learning in a variety of ways - individual, group or whole class. Differentiation in the work can be achieved by the groupings made within the class. Care should be taken over the emphasis upon the development of work already started or on new work.

Continuity & Progression:

The responsibility for providing PE to our pupils lies with the class teachers. They will ensure, within their planning, that children build upon the experiences and skills already acquired. They will also be aware of the opportunities to link PE activities with other areas of the curriculum, i.e. language, mathematics, science etc. Teachers will also take into consideration the levels of ability within a given group and plan accordingly.

Impact

Assessment:

The main form of assessment will be the continuous process of observation by the teacher based upon the knowledge of the pupils and of the content of the work. The PE Curriculum Leader will also make informed observations as to the performance of the pupils in the school against agreed standards and offer an appropriate course of action.

We are also developing assessment evidence through videos of higher, middle and lower children at the start and end of a unit of work in PE, to show their progression in skills and abilities.

Teachers will collect this evidence and store in Seesaw, which will also enable children to see and comment on their own development. Class teachers will also record whether children are working below, at, or above curriculum requirements by the end of each academic year.

Every child will take ownership of their own learning and assessment by completing their 'My

Activity Passport' three times a year.

Equal Opportunities:

It is the aim of our PE teaching that our planned programme of activities should ensure that all our pupils have opportunities to participate on equal terms and should help them to develop their self-esteem through achievement.

Monitoring

Through formative assessment and pupil progress meetings, underachieving pupils are identified and allocated additional support (Change4life for example). Talented children will also be discussed and signposted to community sporting opportunities. Pupil voice questionnaires and passports are allocated every year and the results will be used to develop the PE curriculum further. Leading Sports Practitioners observe a proportion of teaching following and will work in partnership when a period of development is identified.

As part of the SHAPE learning partnership external audit results in expert quality assurance and evidence based awards indicating our levels of participation and activity.

The contents of this policy will be reviewed in line with the school's monitoring and evaluation system. The PE coordinator will assist colleagues in the delivery of the contents of this policy, as far as is possible. The PE Curriculum Leader will also be party to its resourcing and review when required.

School Games Mark and Competitions

The School Games Mark is a Government led award scheme that rewards schools for their commitment to competitive sports. At Brockwell, we continually strive to provide the highest quality P.E opportunities for the children and have this recognised officially. In 2020 we achieved the Platinum Mark and have since maintained this excellent level over the years. Our success in sport is measured using the following criteria:

- Provide all students with 2 hours of curriculum P.E
- Engage at least 50% of students in extra-curricular P.E
- Offer talented young sports people specific support to help them to develop their sporting potential.
- To provide opportunities for boys and girls to take part in the appropriate level of competition.
- To provide opportunities through inter-school competitions for both boys and girls to take part in B and C team standard competition.
- Promote the school sports to parents and the community. Can be via social media.
- Every young person is given the opportunity to 'learn to lead' through the curriculum P.E.
- Engage at least 15% of students in leading, managing and officiating school sport. (Mini-leaders, Health Ambassadors and Sport Ambassadors)
- Train wider school staff to support school physical activity.
- Have active links with at least 6 local clubs.

How does Brockwell meet this criteria?

- In addition to high quality curriculum PE, we aim to offer as many children as possible

the opportunity to compete in external tournaments (by entering the maximum number of teams allowed). Please see 'Clubs and Tournaments' information on the website.

- Out-of-school-hours clubs are fully inclusive, regardless of ability or gender. Where appropriate, clubs may be restricted to year groups. Children are invited to join a club by an announcement in assembly. Children are responsible for collecting a permission letter. Children are not individually selected although some students may need to be encouraged by staff (disadvantaged or shy children for example).
- Out-of-school-hours clubs follow the skills/training/coaching in line with the Chesterfield School Sports Partnership sporting events diary.
- In the majority of cases, children chosen to represent the school at a competition will be selected from the club. Children who have demonstrated the appropriate abilities, dedication and commitment to the expected competition level will be selected. At times, this may not be possible, as sometimes the children are invited to take part in an event at short notice or the teachers are unable to provide a club for that sport. For instance, swimming and tennis. In these instances, children volunteer for the event and teachers will use the School Sports Criteria and their discretion to select the children to best represent the school. If a child selected has additional needs support will be provided to enable them to participate.
- Final team selection, for competition level, will be based on talent, with the 'A' team consisting of children who are considered to be the most talented in that particular sport. Teams 'B', 'C' etc. will be selected for competition on a sliding scale of ability, but are still able to meet the standards expected for that competition, for example, children can bowl overarm for cricket and catch a hardball. For the swimming tournament, children can swim a full length with the recognised stroke.
- Throughout the club and the competitive tournaments children are encouraged to abide by the 'Spirit of the Games'. The Spirit of the Games focus' on personal excellence through participation and competition.

The six Spirit of the Games values are:



Honesty

Honesty with others and with yourself. Have the courage to do the right thing. Be truthful and promote fairness in every situation.



Teamwork

Treat everyone equally, support each other and work together to have fun and achieve. Celebrate each other's success. Be a good friend and a positive team player in school, sport and life.



Respect

Treating others politely and with understanding. Accepting life's 'ups and downs' with grace. Respect every day, in everything you do and for everyone around you.



Self-belief

You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best.



Passion

Giving it 100%, putting your heart and soul into whatever you are doing and never giving up. Care about what you do and the people around you, and approach each opportunity with enthusiasm and positivity.



Determination

Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and the self-discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back!

- Teachers appreciate that participation is as important as success and, where possible, will take as many teams to each competitive tournament as can be accepted, club numbers allow or the logistics allow.
- Children volunteer to become young sports leaders and attend training sessions. They are then supported throughout the year by the P.E coordinators.
- Teaching assistants and trainee teachers are being trained in a variety of sports to allow them to take effective ownership of clubs, team management and P.E sessions.

Competition within School

- All children will experience competitive sport within the annual School Sports Day.
- Competitions may also take place during playtimes or P.E sessions, both within the class or across the year group.
- Intra-school competitions will take place throughout the year with 100% of all children participating in at least 4 competitions. (New Age Kurling, Boccia, Cross-country and

Sprinting)

- The school supports Sports Relief so the children can experience the participation of sport to aid others. Children can choose whether to participate competitively or for fun.

Health and Safety

- Children to wear PE kit for all lessons, including suitable footwear.
- Teachers should wear appropriate clothing.
- Jewellery should be removed.
- Longer hair needs to be tied back.
- Children not going swimming through injury or illness should stay at school with another class.
- Children not participating in PE lessons should remain involved in the PE lesson.
- Accidents should be dealt with promptly and appropriately and all head injuries should be reported to the office.
- Children with known medical conditions such as asthma or diabetes are expected to participate safely and as fully as possible (inhalers should be at hand).
- All units of work, including swimming are risk assessed and teachers are expected to acknowledge that they have read and understood these documents, prior to beginning a unit of work.
- The hall (including apparatus) will be safely checked annually by a specialist company.
- Two emergency contacts are taken when children attend sporting events offsite.

Equipment and Resources.

Small equipment is checked regularly by the subject leader to ensure that it is safe to use. Children are aware of the safe handling of PE equipment and are taught safe methods of carrying and moving gymnastics apparatus.

Each year an external check of all equipment takes place – apparatus.

Locating Equipment

An outdoor store is available and accessible by staff only. The room by the hall is also available for indoor equipment.

PE Lead

PE Lead to use pupil voice and children's questionnaires (Koboca) to monitor the physical activity of **all** children.

To observe PE lessons and identify further support or training.

To actively seek training opportunities to keep PE high profile.

To complete 'Create Development Wheel' to feed into action planning.

To meet with SHAPE Learning Partnership to action plan against targets.

To meet with SHAPE Learning Partnership to audit the provision of PE, physical activity and health and wellbeing.

To attend PE Lead meetings and CPD regularly.

To continue working with the School Games Mark – Platinum.

Policy Review:

This policy will be reviewed every other year as part of the school's policy review system.

Policy	P.E.
Written by	Jo Lenthall
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