

## Vision Statement

At King David Primary School, our vision is for all pupils to acquire skills and knowledge of a broad range of sports and other physical activities which enables them to acquire and maintain a peak level of fitness. We aim to develop independent pupils who are confident in transferring their use of the fundamental movement skills (agility, balance and coordination) through a wide range of sporting and other physical activity scenarios - in complete safety. Nurturing a life-long commitment in sports and physical fitness is at the heart of what we do by offering a range of traditional, new and alternative sporting activities. It is our aim that through the exposure of our PE curriculum, all pupils will leave with at least one sport or other physical activity which they will be inspired to pursue in later life.

## Intent

### AIMS

- To create an internal competition within children - each child always striving to meet or exceed their own personal best.
- To develop physical and cognitive competence and confidence in the skills of planning, performing, evaluating and modifying movement.
- To promote physical activity in the context of a healthy lifestyle.
- Improve physical, social and emotional well-being
- To develop positive attitudes towards PE
- To ensure that safe practice is at the heart of all PE activities.
- Develop problem solving and interpersonal skills which will have a much wider application.
- Understand the need for personal hygiene in relation to vigorous physical activity.

### OBJECTIVES

- Enable children to develop and explore a range of sporting and other physical skills with increasing control and coordination.
- Encourage children to play and exercise with others in a range of group situations and learn to work in meaningful co-operation with others.
- To control children's use of equipment
- Develop the way in which children perform skills, apply rules and conventions for different activities.
- Show children how to improve the quality, range and control of their performances.
- Teach children to recognise and describe how their bodies feel during physical activity.
- Develop children's enjoyment of physical activity through creativity, imagination and strategy.
- Develop an understanding in children of how to succeed in a range of sports and other physical activities, and how to evaluate their own success.

## Implementation

### Organisation

Physical Education lessons take place all year round from Pre-school to Year six. There is one lesson per week in EYFS, however the ELG are embedded throughout the curriculum looking at gross and fine motor skills.

In Key Stages one and two, there are two lessons per week. In addition, Key Stage Two also have swimming lesson, for one term only (six-week block minimum) where they are taught all four strokes and in year 6 basic survival skills. All teachers plan on Google Classroom in year groups. Each year group provides long, medium and short-term planning, with close reference to the relevant curriculum overview.

The Physical education subject lead will look at medium term planning and weekly planning to ensure consistency and correlation to the PE overview.

### Curriculum

The Physical Education programme for Key Stage One and Key Stage Two is drawn from the National Curriculum, which outlines the objectives for each year group. Each year group focuses on different areas of physical activity such as games, gymnastics, dance, athletics, swimming and outdoor activities.

Fundamental movement skills will be experienced, taught and embedded from Reception onwards. Fundamental Movement Skills are movement patterns that involve different body parts such as the legs, arms, trunk and head, and include such skills as running, hopping, catching, throwing, striking and balancing. Children will be given opportunities to develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. (National Curriculum 2014.)

### EYFS

#### ELG: Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### ELG: Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.

### 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 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.

## **KS2**

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. 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.

## **Inclusion and Adaptive Teaching**

At KDPS, teachers will set suitable learning challenges, providing all children the opportunity to experience success in Physical Education and to achieve as high standard as possible. Teachers will ensure that they are responding to pupil's diverse learning needs and activities are appropriately differentiated to meet the needs of each pupil. When planning, teachers will set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from social and cultural backgrounds. Curriculum planning and assessment for these pupils will take account of the type and extent of the difficulty experienced by the pupil. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and resources. Some pupils may need access to specialist equipment and approaches or to alternative or adapted activities.

## **Spiritual, Moral, Social and Cultural Development**

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to interact with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Performing in mixed ability groups within the same space enables children to develop a respect for one another's ability level and encourages them to co-operate across a range of activities and experiences. At King David, we actively support the school motto of 'Ready, Respectful, Safe' in PE lessons, as well as promoting British values. Children learn respect and how to work together, developing a better understanding of themselves and of each other.

There are opportunities for children to participate in optional extra-curricular sporting and other physical activities. These include football, netball, swimming, 5-a-side club, gymnastics, skateboarding and yoga.

Class teachers are strongly recommended to lead their classes on a regular 'Daily Mile' - a walk around the school grounds.

There are also occasions such as Jewish Festivals and celebrations where Israeli dance is incorporated into the PE curriculum.

## Impact

### Progression and Continuity

The curriculum planning is carried out in three phases – long-term, medium-term and short term. This is important in facilitating progression and continuity. The long-term plan maps out the P.E. activities covered in each term during the key stage. The medium-term plans give details for each half term. The short-term plans cover each week's PE lessons. P.E. activities are planned so that they build upon the prior knowledge and capabilities of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up the school.

### Progress and Achievement

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in NC programme of study for PE:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

### Assessment and Recording

Formative assessment is carried out informally by teachers throughout the course of their teaching. This is used to guide the progress and next stages in learning of individual pupils in PE.

Summative assessment takes place at the end of each year, by way of a professional judgment on every child's school report. Children's progress in PE is also discussed during termly PPM if necessary and Parents' evenings.

The subject leader will end of year summative assessments this will help to demonstrate the progressive teaching, learning and achievement throughout the school. It will also support the subject lead to manage PE across the school and in making judgements about the ability of children in Physical Education.

### Monitoring

Monitoring PE across school is an ongoing process. Lessons are planned and sequenced using Year Group Overviews, which, in turn, feed into Long-Term PE Plans within each year group. Staff should ensure the lessons being delivered are of high quality and facilitate pupil progress.

The PE lead will periodically drop into PE lessons, speak to children to gain a pupil voice, collect a staff voice using Google Forms and will be on hand to offer advice regarding skills, techniques and strategies taught.

Any form of monitoring will take into consideration the well-being of all involved. The main aim of monitoring is to ensure the children are getting the best possible physical education.

## Role of the Subject Leader

The role of the subject leader is to follow through with the aims and objectives of this policy and ensure that children get better at physical education – learning more and remembering more. The action plan plays a role in this, ensuring that the school has everything in place to support staff and pupils achieve their best.

### Roles and Responsibilities

- To maintain a subject leader file.
- To create, follow and re-evaluate an action plan relevant to KDPS.
- To ensure KDPS PE curriculum is consistent and is being followed in each year group.
- To monitor the teaching and learning within PE fairly to ensure children are making progress.
- To investigate CPD opportunities to support the teaching of PE and general subject knowledge.

## Resources

Resources should be used to deliver the activities and sports as outlined in the curriculum overview. PE resources are stored centrally and should be returned after use. All PE resources are checked regularly to ensure that they meet health and safety requirements, and in addition to this, all resources are audited annually. Heavy equipment and matting for gymnastics are stored in the school hall. All the apparatus should be taken out and positioned carefully and safely for the lesson, being returned to its correct place at the end of the lesson.

Games and athletics equipment is stored in the locked central storage leading off the school hall. Access to this room is for staff only due to health and safety considerations. The door should always be locked after use and the key returned to its home.

## Health and Safety

Staff should carry out risk assessments with the children at the start of all PE lessons. All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher. Pupils are taught to handle equipment carefully and resources are safely stored. Children will be dressed appropriately for the activity e.g., hair tied back, no watches/jewellery, earrings out or tape (only within the first 6 weeks of piercing), full school PE kit and appropriate footwear. Staff will be dressed appropriately for the activity and leading by example.

Every child must have a school PE kit. They should bring it into school at the beginning of a half term and take it home at the end of a half term for cleaning. Children will have access to a limited but spare PE kits.

When travelling to sporting activity, the appropriate risk assessments are completed, and the followed issues addressed:

- All children wear seat belts.
- All supervising adults to be aware of risk implications.
- All supervising adults that attend swimming to hold a current DBS
- All transporting adults to be fully insured.
- Parents' permission for taking children out of school obtained.

Safe-practice standards are consistently applied by staff, students and other visitors, across all aspects of the school.

Records are kept of all children with medical conditions. These records are passed between current and future teachers.