



# Physical Education Policy

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Knowle CE Primary Academy

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Knowle Church of England Primary Academy  
Physical Education Policy

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Our School Aims

# Preparing Children for the Future

<p><b><u>Be Healthy</u></b></p> <p>We aim to empower each child to become physically, mentally and emotionally healthy in order that they can learn effectively and choose a healthy lifestyle.</p>	<p><b><u>Embrace Christian Values</u></b></p> <p>We aim to empower each child to develop socially, morally, ethically and spiritually by experiencing and sharing in our Christian beliefs and values</p>	<p><b><u>Stay Safe</u></b></p> <p>We aim to develop and sustain a happy and secure environment in which children become self-confident, articulate, emotionally aware, socially adept, literate and numerate in order to make the right life choices and, therefore, be inherently safer.</p>
<p><b><u>Make a Positive Contribution</u></b></p> <p>We aim to empower children to actively engage in the planning of their learning experiences and have the confidence to express themselves in discussion and in writing in order that they will choose to engage positively in social and community roles, becoming global citizens.</p>	<p><b><u>Enjoy and Achieve</u></b></p> <p>We aim to empower each child to experience the joy of learning and to achieve success, developing their capacity to learn independently and interdependently in order that they choose to be engaged in lifelong learning.</p>	<p><b><u>Achieve Economic Well-being</u></b></p> <p>We aim to empower each child to develop a positive attitude, become self motivated, and develop key academic and social skills, which enable them to think creatively and choose to impact on, influence and shape the world they live in.</p>

# Learning for Life

## INTRODUCTION

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At Knowle CE Primary Academy we aim to deliver excellence in education and want the very best outcomes for our pupils so that they can achieve their fullest potential. More specifically, as a Church school, our vision is deeply Christian and rooted in the teachings of Jesus who promised us 'life in all its fullness'. It is our belief that an outstanding education for our pupils must promote 'life in all its fullness'. We have adopted St. Paul's analogy of 'The Fruit of the Spirit' which are our core Christian Values and underpin the ethos of the academy.

One of the ways in which our pupils are supported to experience 'life in all its fullness' is through participation in our Physical Education curriculum. We believe we should foster a lifelong love and enjoyment of PE, sport and competition, leading to a healthier future for all. We aim to encourage pupils to be healthy in mind and body, by providing a wealth of opportunities for all abilities. Whilst PE is celebrated as a competitive subject at Knowle, we emphasise it is not exclusive and we place teamwork, confidence, respect and enjoyment at the heart of our curriculum.

This policy outlines our approach to:

- Fundamental Movement Skills
- Athletics
- Dance
- Games
- Gymnastics
- Outdoor and Adventurous
- Swimming

## INTENT

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Our aims in teaching Physical Education are that all pupils will build upon their natural pleasure in physical exercise to:

- Enjoy the development of physical skills by exploring, consolidating and developing new skills with more consistent control and quality.
- Plan, use and adapt strategies to work effectively as individuals, in pairs, small groups and teams applying rules and conventions for different activities.
- Develop confidence and a sense of achievement through maximum participation.
- Understand and appreciate the importance of safety.
- Adopt appropriate roles and appreciate and evaluate performance both in themselves and of others.

- Learn how to cope with success and limitations in performance.
- Be encouraged to develop a healthy lifestyle and a positive attitude to being active which may be carried onto adult life.
- Value others and appreciate fair play while working in co-operative and competitive situations.
- Develop knowledge and understanding of the need for rules.
- Experience a variety of types of movement and activity.
- Be encouraged to develop leadership potential and teamwork skills.

We encourage all pupils to participate in physical activity during playtimes. Our aim is that all pupils have a minimum of 2 hours of high quality curriculum PE and sport each week.

We encourage a positive and inclusive attitude towards P.E to enable **ALL** pupils to:

- Participate in and enjoy physical activity regardless of age, gender, background and ability.
- Experience a sense of achievement by improving their own personal performance.

## **ROLE OF THE SUBJECT LEADER**

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The role of the Subject Leader is to:

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in PE throughout the school.
- Monitor progress in PE through assessment and record keeping activities.
- Take responsibility for the purchase and organisation of central resources for PE.
- Keep up to date with developments in PE and inform colleagues as appropriate.
- Provide clear leadership to develop and monitor physical activity in liaison with the Healthy Schools Co-ordinator.
- Be the designated Primary Link Teacher with specific responsibility for providing the school link to the School Games Organiser (SGO).
- Co-ordinate extra- curricular sport.

## IMPLEMENTATION

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Our PE curriculum has been designed to create an environment that allows pupils to focus on learning and become competent in a range of physical skills. We, as a school, have ambitious intentions for our pupils and our coherently planned curriculum is sequenced towards the systematic teaching of fundamental movement skills to develop relative fluency and motor competence.

All pupils in Key Stages 1 & 2 receive at least two hours of high quality PE each week, predominantly taught by their class teachers, with EYFS having one designated PE session per week alongside continuous access to physical development opportunities within their provision. This ensures that our pupils meet the requirements of the EYFS and National Curriculum, and become competent in their fundamental movement skills throughout their education, thus enabling pupils to build on their prior experiences and apply these fluently and with confidence. Pupils have one real PE lesson each week, which is a skill based curriculum that challenges and supports every child, followed by one application lesson where they experience a variety of activities and games suitable to their key stage, providing opportunities for them to practise taught skills and receive feedback.

During lessons, teachers will identify what children know, remember and can do, and, where required, address any gaps with practice and purposeful instruction to secure strong foundations. Lessons are designed to promote ambitious learning with personalised outcomes.

We expect pupils to take an active role in their learning and promote this by self and peer assessment, giving pupils a voice during lessons and through Sports Council, and by providing personal best challenges. Pupils are encouraged to give feedback to others in order to become confident peer coaches.

Our teaching staff regularly receive Continued Professional Development (CPD) opportunities which ensures a consistent approach to PE lessons across the school, building skills and ensuring we work at pupils' individual levels. Consistent teaching throughout their school life gives all children the best opportunity to participate and make progress in their physical development and be well equipped for more specialised activities.

Our sporting activities are carefully sequenced and chosen to enable our pupils to become competent in a number of sports, experiencing success and enjoyment in both intra and inter school competitions. Sports such as

gymnastics, athletics and dance are revisited each year as their fundamental movement skills underpin many other sporting activities. Other sports are then chosen and revisited based on pupil interest, competition and access to sports specific coaches. Competition is positioned carefully within our teaching sequence to be purposeful and is viewed as an important and enjoyable aspect of our PE curriculum. We work closely with our local primary and secondary schools, as well as our School Sports Partnership, to give our pupils opportunities to develop their knowledge to perform and participate safely and effectively. Whilst we enjoy the competitive nature of sport, we have an inclusive approach and value the importance of our pupils' physical and mental well-being.

It is important for us to equip our pupils with learning behaviours which are transferable across the curriculum and their school life. These take the form of the realPE 'Multi-ability Cogs': Personal Skills, Social Skills, Cognitive Skills, Physical Skills, Creative Skills and Knowledge of Health and Fitness. A 'Cog' is focused upon during each realPE unit and is revisited and developed throughout the key stages.

Pupils are encouraged to practise and apply skills outside of their curricular PE sessions. To achieve this, we run a full extra-curricular sports programme, including teacher run clubs and clubs run by local sports coaches and teachers. Our clubs are well attended and we are able to compete with local schools in a number of leagues, festivals and competitions. Through our full and varied school sports programme, our pupils are able to access pathways into higher levels of competition and specialised sports. To further promote healthy and active lifestyles, we train 'Play Leaders' to enable a selection of Year Six children to lead active games for younger children at lunchtimes. We also work with all staff to ensure movement breaks are incorporated into classroom based lessons.

## **LONG TERM PLANNING**

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### **EARLY YEARS FOUNDATION STAGE**

We encourage the physical development of our children in the nursery and reception classes as an integral part of their work. As the nursery and reception classes are part of the Early Years Foundation Stage (EYFS) of the National Curriculum, 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 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; both gross and fine motor.

One lesson per week takes place in the hall to teach from the 'real PE' scheme.

### ***KEY STAGE ONE***

Two lessons per week in the hall. One taught from 'realPE' scheme and one to cover gymnastics, dance and games linked to Fundamental Movement Skills.

### ***KEY STAGE TWO***

Two lessons per week; access to hall or outdoor area (field and playground). One taught from 'realPE' scheme and one to cover gymnastics, dance, games and outdoor and adventurous activities.

### ***SWIMMING***

Swimming lessons are compulsory for all children in Year 3. Lessons are provided by Tudor Grange Leisure Centre. Any child unable to swim to the National Curriculum requirements by the end of Year 3 will be signposted to continue swimming lessons either through school or via a private provider organised by parents.

### ***WAKE UP, SHAKE UP***

Reception, Key Stage One and Key Stage Two participate daily in 'Wake Up, Shake Up' sessions which are aimed to support:

- concentration
- motivation
- self esteem
- staff moral
- overall fitness

Pupils across the school are also given frequent movement breaks throughout the day.

## **MEDIUM & SHORT TERM PLANNING**

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### **'realPE'**

For 50% of the PE curriculum we have adopted the 'realPE' scheme as detailed previously. 'realPE' focuses on giving EVERY child the physical literacy, emotional and thinking skills to achieve in PE, Sport and life, these include the development of Fundamental Movement Skills (agility, balance and coordination), basic skills such as running, jumping and throwing, cooperative and collaborative learning and healthy competition with a focus on Personal Best.

The 'realPE' programme deliberately focuses on a multi-skill and multi-ability approach, with the aim to provide all children with the physical skills necessary to access more traditional sports as they develop. This aligns with the National Curriculum, particularly for Key Stage 1. In Key Stage 2, 'realPE' uses non-traditional games and activities from the 'Raising the Bar' programme to provide more opportunities for all children to engage in and be successful in PE.

### **For the remaining 50% of the PE curriculum:**

Pupils in both KS1 and KS2 will engage in lessons of high quality PE each week.

In KS1 the curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work which include a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming. Pupils' experiences will also be enriched through opportunities for outdoor and adventurous activities. A range of resources will be used to support progression across the curriculum including: TOP gym resources, LCP, Twinkl Schemes of Work, and specialist coaching sessions for different sports.

Each class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their class. All teachers take part in on-going professional development to ensure secure subject knowledge and awareness of health and safety procedures. In order to ensure high levels of competence in our teaching team additional support is provided by either the Subject Leader, specialist sports coaches or other outside providers.

The PE Policy and the Medium Term planning materials are updated regularly and are stored on the network system. Each teacher maintains an electronic and paper-based Planning File which contains all Medium and Short Term Planning. This is regularly scrutinised by the Subject Leader and the Senior Leadership Team.



Onside Coaching also provide planning for the sessions they teach in school in Year 6 on a Wednesday afternoon, which follows the schools Medium Term Plans.

The Medium Term planning for Years 1-6 can be found on the school website here:

<https://www.knowle.solihull.sch.uk/physical-education/>

## **ASSESSMENT**

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Through the integrated assessment and the progressive nature of 'realPE', there is a real focus on evidencing progress, Assessment for Learning (AfL) and a shift of responsibility to create more independent learners. This assessment framework is based on a multi-ability approach which recognises the key essential abilities to maximise potential and long term participation and is made up of the following strands: Balance, Coordination & Agility, Personal skills, Social skills, Cognitive skills, Applying Physical Skills, Creative skills and Knowledge and Understanding of Health and Fitness. The framework directly supports AfL and shifts responsibility to the learner so that they ultimately take more ownership of their learning.

It is recognised at Knowle CE Primary Academy that assessment, recording and reporting are important elements in ensuring that sound progress is made by pupils in Physical Education. It is also acknowledged that individual teachers possess considerable skills in assessing their pupils, and by working closely with them on a daily basis.

In order to facilitate the transmission of information from teacher to pupil, teacher to teacher, from school to parent and from school to school we will provide the following information:

- The PE Subject Leader will monitor and evaluate PE throughout the school, providing opportunities for Continued Professional Development as appropriate.
- Teachers will assess children against National Curriculum descriptors and the EYFS Foundation Stage Development Matters Bands on a termly basis.

## **FACILITIES AND RESOURCES**

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- All PE is conducted in line with the academy's Health and Safety Policy.
- At Knowle CE Primary Academy we have two indoor halls equipped with wall bars and a range of good quality gymnastics equipment. We are also resourced to deliver all other areas of study for PE.

- We have a wealth of outdoor facilities, which include an environmental area; a large field; and playgrounds for each Key Stage. Each area has markings and equipment suitable for each age group.
- Year 3 visit the local swimming baths for one session per week for one term.
- Our Year 6 children have the opportunity to participate in a residential trip each summer.
- We participate in Inter School competitions (Years One to Six) and visit the local secondary school (Arden) to use their facilities for this.
- EYFS and Key Stage One resources can be found in the Infant Hall.
- Key Stage Two resources can be found in the PE Store off the Junior Hall.

## **SAFETY**

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There is a general teaching requirement for health and safety that applies to this subject taken from 'Safe Practice in Physical Education and Sport.'

All staff are required to read and adhere to the academy's Health and Safety Policy which includes a section on P.E. Pupils must be taught how to take responsibility for safety during P.E.

- A systematic approach to risk assessment is adopted by the academy. A specialist company 'GYMFIK' are contracted to inspect equipment annually and equipment is also checked immediately before pupil use by teaching staff.

All staff teaching PE must ensure 'students wear clothing that is fit for purpose according to the physical education, school sport and physical activity (PESSPA) activity, environment and weather conditions. From the earliest ages, they should change into suitable PESSPA clothing (or 'kit') in order that they may participate safely and securely.' Safe Practice (2016, p174).

At Knowle CE Primary Academy we expect children to wear the following:

- Pupils should wear yellow P.E tops, shorts and plimsolls or trainers (bare feet for gymnastics/ dance).
- Tracksuit bottoms or similar can be worn for outdoor activities
- Pupils must not wear jewellery and long hair must be tied back
- Small stud earrings are permitted in school and do not need to be removed but should be made safe by taping, front and back, which may offer a measure of protection.

Following the latest guidance provided in the **2018 NSPCC Knowledge and Information Services Factsheet for schools: best practice for PE changing rooms**, we will, where possible, facilitate single-gender changing areas from

Years 2- 6. We will ensure that all pupils are treated fairly and with respect for their privacy and dignity. Staff will make adequate and sensitive arrangements for changing which take into account the needs of pupils with disabilities and children from different religions, beliefs and cultural backgrounds or gender identity.

#### Staff supervision

School staff will make a judgement about supervision whilst changing based on the age and developmental needs of the pupils. It should not be necessary for adults to remain in the room in order to maintain good behaviour; being in close proximity and pupils being aware of this should be enough. Pupils should know that adults will enter the room if necessary - in response to a disturbance, for example. Staff should also consider the following: It is often possible to leave the door of designated changing areas slightly open. If there is a need for an adult to enter the room, it is recommended that staff should alert pupils to this by announcing it to give pupils the opportunity to cover up if they want to.

All staff must be aware of pupils with medical conditions which may affect their ability to participate in physical activity or which may be adversely affected by physical activity e.g. Asthma, seizures.

### **EXTRA-CURRICULAR LEARNING**

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Varied extra-curricular activities (both competitive and non-competitive) complement and supplement the range of activities covered in curriculum time. The activities available reflect a breadth and balance across the National Curriculum areas of activity, including dance, games and athletics. A range of inter school fixtures, tournaments and festivals within the Lode Heath Sports Partnership and Arden Partnership are provided. The academy's fortnightly newsletter and the PE notice board raise awareness about extra-curricular activities and sporting achievements.

### **SCHOOL SPORTS PARTNERSHIP (SSP)**

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The academy is a member of the Lode Heath School Sports Partnership (LHSSP) and as such has access to curricular support, competitive opportunities for pupils, opportunities to be inspired by sporting ambassadors, and training for staff via the partnership.

Accordingly, the academy aspires to the 7 High Quality National Outcomes which guide the work of all SSPs:

- Increased participation in high quality PE.
- Increased participation in high quality out of school hours learning.
- Increased participation in high quality informal activity.
- Increased attainment and achievement through PE and sport.
- Improved behaviour and attitude in PE, sport and whole school.
- Increased participation in competitive and performance opportunities.
- Increased involvement in community sport and improved quality of community life.

This partnership enables us to:

- Provide outside coaching within the school for pupils.
- Provide courses for staff to attend.
- Have links with other Primary PE Subject Leaders.
- Attend meetings to update us on developments in PE.
- Acquire information on sporting activities in the community.

## **RAISING THE PHYSICAL ACTIVITY PROFILE**

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This is done by:

- Regularly celebrating achievements and promoting activity in assemblies by performance.
- Holding an annual sports day for all pupils in the academy.
- Healthy Schools Award
- Sainsbury's School Games Gold Award
- Providing facilities for a range of local clubs including football and dance.

## **EQUALITY**

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All aspects of PE will be taught in such a way as to include all pupils regardless of their gender, background, culture or physical ability. Learning objectives will be set in line with the academy's Special Educational Needs and Disability Policy and the Equality Policy.

This policy is due for review: FEBRUARY 2024