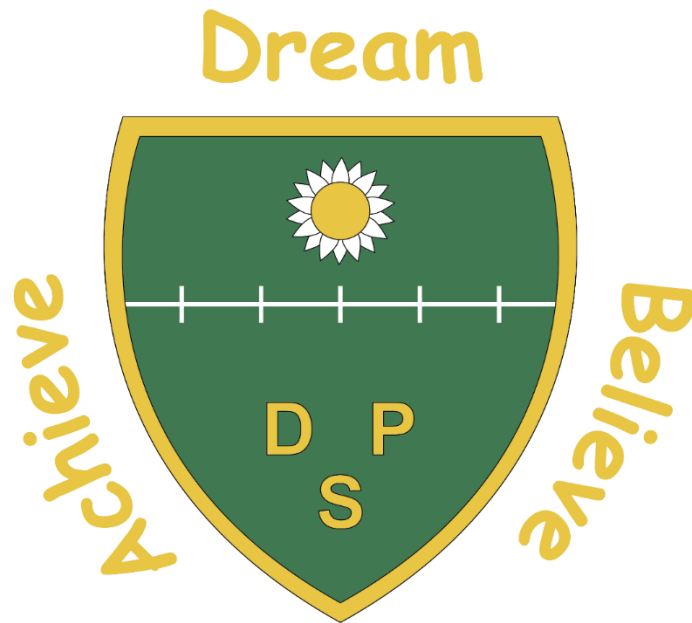


Daisyfield Primary School



Physical Education, School Sport and Physical Activity Policy

October 2023

Intent

At Daisyfield Primary School we believe that physical education, school sport and physical activity (PESSPA) are a very important part of every school day. At Daisyfield Primary School **all** staff give **every child** the opportunity to be active every single day through a combination of formal PE lessons, playtimes, clubs and through the daily active minutes, for example, completing the daily mile, brain breaks. All areas of PESSPA are valued in school as we understand the importance of improving a child's overall physical health and fitness, and also the benefits to improve their mental health and cognitive development. Research has shown that performing the active minutes and daily fitness, children are more likely to concentrate and maintain focus in lessons. As well as strengthening muscle and bones, exercise builds confidence, inspires positivity and improves social skills.

Aims

At Daisyfield Primary School we aim to:

1. Offer ALL pupils a broad, balanced and progressive Physical Education curriculum to promote diverse opportunities of a wide range of areas of PESSPA to enable children to make informed choices about future participation.
2. Provide opportunities for children to make progress in physical education as they move through the stages of school life by offering a broad, balanced and relevant curriculum, challenging children of all levels of ability.
3. Develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency, including Fundamental Movement Skills.
4. Enable children to become aware of the benefits of a fit and healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility. This promotes physical and mental well-being through leading active and healthy lifestyles. This is important in formal PE lessons, but also will be incorporated in our daily active minutes.
5. Teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values such as fairness and respect and to develop the children's enjoyment of physical activity through creativity and imagination.
6. Develop the way that children independently perform skills and apply rules and conventions for different activities and sports. Teach and encourage children to become responsible for their own safety and that of others.
7. Improve observation skills and the ability to describe and make simple judgements on their own and other's work; and to use this to improve performance.
8. Offer a range of extra-curricular activities that draw on the skills developed within the curriculum.
9. Provide opportunities for children to swim at least 25 metres confidently before the end of Year 6 and know how to remain safe in and around water.

Implementation

Teaching and Learning

P.E is taught twice a week in two 45 minute – 1-hour sessions using the get Set 4 PE scheme oof work, which is accessed through the website. All teaching staff have access to the scheme. Time is allocated, with the use of a timetable, so that all classes have access to the hall. We also have two large playgrounds and encourage outdoor PE lessons as much as possible.

Children also have access to daily physical activity through daily wake and shake and active minutes and structured lunchtimes where a variety of PE equipment is provided, and a variety of activities delivered by trained play leaders.

We offer a range of school sport opportunities and extra-curricular experiences through providing a range of extracurricular clubs. We enter competitions through the Blackburn with Darwen Sports Partnership.

In the Foundation Stage children receive two PE lessons in the hall a week and daily activity is integrated into each day in areas such as outdoor provision in working towards the Physical Development Early Learning Goals. EYFS also follow the Get Set 4 PE scheme of work, which are linked to the topics covered within the curriculum where appropriate.

Curriculum

How is P.E taught?

PE is taught twice a week. One lesson is taught by the class teacher. The second PE lesson is taught by a specialist PE teacher and the class teacher to develop the teaching of PE across the school and to introduce new activities. PE lessons are taught using the Get Set 4 PE Scheme of Work, differentiating to accommodate their classes' needs, as well as the needs of individuals. Teachers are given a curriculum map for the year that they must follow to ensure that all areas of national curriculum PE are covered within each key stage. Units of work are blocked so that, for a set period of time, all the lessons are on the same area of activity. For example, 7 weeks on gymnastics to allow for consistency and progression across the unit. Two units are taught per half term.

Children In Rowan class attend weekly swimming sessions from Autumn term to the end of Spring 2 and children in Chestnut class attend weekly swimming sessions in Summer 1 and 2. This constitutes as one of their weekly P.E sessions. There is also allocation for Year 6 children to complete a block of swimming in the summer term.

We use STEP as an approach to adapt, differentiate and extend our lessons. Examples of adapting through STEP include:

Space – modifying the space by increasing or decreasing the area.

Task – modifying the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task etc...

Equipment – modifying the equipment by changing the size of the target, level of equipment, amount of equipment etc...

People – modifying the people involved by having children work alone, with a partner, bigger teams etc...

What do we learn about in P.E?

Children are taught a range of skills including:

- To develop and apply Fundamental Movement Skills with increasing control and coordination.
- To develop their “moving and thinking” skills through physical activities.
- To improve the quality and control of their performance.
- To recognise and describe how their bodies feel during exercise.
- To develop an enjoyment of physical activity through creativity and imagination
- To develop an understanding in children of how to succeed in a range of physical activities.
- To know how to evaluate their own success.
- To work and play with others in a range of group situations.
- To develop the way they perform skills, and apply rules and conventions for different activities.

FOUNDATION STAGE

Pupils work on the Early Years Foundation Stage Profile and follow the desirable learning outcomes in order to achieve early learning goals.

Prime areas of learning and their associated ELGs Physical development – 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. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Please read the EYFS policy for more information.

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 must 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.

KEY STAGE 2

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 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 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.

PE Kit

All children should wear the following for P.E lessons:

- Green shorts.
- Green jogging bottom (during colder months).
- Yellow t-shirt.
- Trainers (not black soled) - don't have to wear during Dance and Gymnastics
- No jewellery.
- Head scarves should be removed for PE lessons.
- Long hair to be tied back for PE lessons.

For swimming children are required to wear:

- A one-piece swimming costume or trunks (no shorts).
- Swimming cap.
- Prescription goggles are required if needed.
- An Islamic swimming costume can be worn, but this cannot consist of clothes for safety reasons.

Safe Practise in PE

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

- Staff are aware of pupils who have special needs 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.
- The children must be dressed appropriately, including footwear. The children must never do PE in just socks and may be asked to remove shoes when participating in indoor activities such as gymnastics.
- Children should not be wearing jewellery.
- Instruction in how to use equipment and facilities safely must be built into teaching time, and consistent application of the rules from the adult leading the session will help to prevent injury.
- Children should be taught how to lift and carry each piece of apparatus. They should bend at the knees, not the back, look in the direction of travel and there should be an appropriate number of children moving each piece of apparatus.
- Correct use of equipment is taught along with any potential hazards.
- Equipment and apparatus are stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.
- School shoes are not permitted to be worn for PE.
- Staff should be appropriately dressed in PE kit when teaching PE lessons for their own safety and comfort as well as modelling for children.

A risk assessment for the storage and movement of apparatus has been completed and is available to all staff. Staff are to be reminded of this.

All staff are aware of the BAALPE Safe Practice in PE book and its location (PE cupboard). The PE subject leader is responsible for ensuring that the most up to date version is available in school.

Sports Premium

Sports Premium money is allocated to make additional and sustainable improvements to the quality of Physical Education. It is used to:

- Develop the teaching of P.E through the use of specialist PE teacher/sports coaches from outside agencies to support teachers delivering sessions.
- Provide opportunities to increase the amount of good quality active play.
- Provide a range of opportunities to promote physical activity during the school day in line with the Chief Medical Officers recommendations.
- Raise attainment in swimming to meet required standards before the end of Key Stage 2, beyond the normal curriculum provision.
- Provide a range of opportunities to experience different types of physical activity and school sport.

Funding information and impact of funding can be found on the PE and Sports Premium document, which is updated annually and is available on the school's website.

Assessment

Lessons

Teachers assess children's work in P.E by making judgements as they observe them during lessons. Teachers note the progress made by children against the learning objectives. At the end of each progressive unit of work, teachers make a judgement and record this evidence on Get Set 4 PE.

At the beginning of each year all classes are assessed against the Fundamental Movement Skills to observe and record the current abilities. The subject leader and class teacher can then use this information to address any gaps in learning at the start of the year. This is particularly important for our pupils as the FMS form the basis of all areas of PESSPA and enable the children to fully access National Curriculum PE. The FMS are also assessed and recorded at the start of year 1 and the end of Year 2 to show progress over the two years, in line with the National Curriculum for Key Stage 1. Throughout lessons the children are encouraged to assess their own performance and the performance of their peers and give suggestions for improvement.

Swimming

Children are also assessed during swimming lessons. Each term the teacher observing records progress, depending on what support the child needs in the water. For example, using arm bands etc... Once they can swim without aids, they are assessed by how far they can swim. At the end of their swimming provision children are assessed against the National Curriculum requirements and shared with the PE subject leader.

Training and support for staff

We ensure that all staff have access to high quality professional development in PE and physical activity to keep them updated on key related issues and ensure they are confident to teach the full breadth of the curriculum. This will be done through support from the specialist PE teacher and other appropriate providers, for example the Lancashire PE advisor and Blackburn with Darwen Sports Partnership. Staff complete a staff audit at the end of each year to allow the PE subject leader to assess the support given to each staff member, the effectiveness of the support and future support required. This ensures that the support given is relevant to staff.

Special Educational Needs

We comply with the Equality Act 2010 and are proactive in ensuring that all pupils, including those with special needs or disabilities are provided with a comprehensive programme of PESSPA. Differentiation in Physical Education is achieved through differentiated learning situations. Units of work and flexible lesson planning cater for pupils at Daisyfield, who are at different stages of development. Staff concentrate on a variety of teaching styles to develop learning experiences. We also have a wide range of equipment and resources are used to provide opportunities for the pupils to progress at their own level. At Daisyfield Primary School we recognise the responsibility to provide a broad and balanced curriculum for all pupils. In PE the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils

Adapted equipment of differing weights, sizes and shapes are used as appropriate to pupil's levels of skill, experience and confidence.

For more information, please read the SEND / Equal Opportunities policies.

Daily Physical Activity

In addition to formal PE lessons, we believe that all physical activity helps children feel good about themselves. We aim to ensure that all children enjoy being active, know why activity is important to their health and wellbeing and understand the rules and conventions of taking part in different activities safely. We recognise the importance of children completing the active 30 minutes a day in school as recommended by the Chief Medical Officer and aim to provide this. To achieve the 30 active minutes, we promote the daily physical activity, incorporate brain breaks in lessons and have trained play leaders delivering structured activity at lunchtimes.

Extracurricular clubs

At Daisyfield Primary School we are committed to providing extra-curricular sporting opportunities. Clubs are co-ordinated by the PE subject leader and are delivered by school staff, the specialist PE teacher or other appropriate external companies. These include after school clubs in a range of sports and activities across all year groups. We feel that it is important to offer all children the experience of participating in an extra-curricular club and we encourage all children to take part in at least one extracurricular club. Pupils are consulted regarding the clubs on offer through pupil voice and the school council.

We also promote local clubs and community links as appropriate and signpost talented pupils to the relevant clubs that are available locally.

Competition

At Daisyfield Primary School we understand and value the importance of competition. We provide our pupils with the opportunities to participate in a variety of competitions throughout the year against other primary schools in a variety of sports, friendly matches against other teams and performing exceptional work, such as dance displays. We also include competition within our PE lessons where appropriate and complete intraschool competitions, such as our annual sports day. Selection for school teams is based on attendance, attitude and commitment as much as sporting ability.

Impact

At Daisyfield we aspire that our children participate in a variety of physical education, school sport and physical activity through high quality experiences that are engaging and fun. In PE lessons, our children increasingly learn to take responsibility for their own health and fitness and participate in the range of activities that are available to them. Some of our children also enjoy the success of

competitive sports. We equip our children with the necessary skills and a love for PESSPA. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired during their time at Daisyfield Primary School.

Monitoring

The subject leader or member of SLT with responsibility for monitoring is responsible for the overall monitoring of the quality of physical education, school sport and physical activity provision.

Physical Education, school sport and physical activity is monitored and evaluated through:

- Lesson observations / learning walks
- Monitoring of lesson evaluations
- Monitoring of equipment
- Curriculum maps
- Pupils Assessment data through get Set 4 PE and Fundamental Movement Skills assessment data
- Feedback from staff and staff audits
- Pupil records of participation, focusing on different groups
- Feedback from pupils/school council about PE and general physical activity
- Attendance at after school sports clubs
- Performance at competitions

Review date: October 2023

Appendix 1 – Curriculum map 2023-24

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Nursery	Introduction to PE: Unit 1	Dance: Unit 1	Gymnastics: Unit 1	Fundamentals: Unit 1	Ball Skills: Unit 1	Games: Unit 1
Reception	Introduction to PE: Unit 2	Dance: Unit 2	Gymnastics: Unit 2	Fundamentals: Unit 2	Ball Skills: Unit 2	Games: Unit 2
Year 1 - Beech Lesson 1	Fundamentals: Year 1	Dance: Year 1	Gymnastics: Year 1	Invasion Games: Year 1	Athletics: Year 1	Striking and fielding Games: Year 1
Year 1 – Beech Lesson 2 -	Fitness: Year 1	Yoga: Year 1	Target Games: Year 1	Sending and receiving: Year 1	Ball Skills: Year 1	Team building: Year 1
Year 2 - Birch and Sycamore Lesson 1	Fundamentals: Year 2	Dance: Year 2	Gymnastics: Year 2	Invasion Games: Year 2	Athletics: Year 2	Striking and fielding Games: Year 2
Year 2 Birch and Sycamore Lesson 2	Fitness: Year 2	Yoga: Year 2	Target games: Year 2	Ball Skills: Year 2	Net and wall games: Year 2	Team building: Year 2
Year 3 - Chestnut Lesson 1	Fundamentals: Year 3/4	Dance: Year 3	Gymnastics: Year 3	Swimming	Swimming	Swimming
Year 3- Chestnut Lesson 2	Tag Rugby: Year 3/4	Yoga: Year 3/4	Handball: Y3/4	OAA: Year 3	Tennis: Year 3	Athletics Year 3
Year 4 - Rowan Lesson 1	Fitness: Year 3/4	Ball Skills: Year 3/4	Dodgeball: Year 3/4	OAA: Year 4	Cricket: Year 3/4	Athletics: Year 4
Year 4 - Rowan Lesson 2	Fundamentals: Year 3/4 4	Dance: Year 4	Gymnastics: Year 4	Football: Year 3/4	Tennis: Year 4	Basketball Year 3/4
Year 4/5 - Hazel Lesson 1	Fundamentals: Year 3/4	Dance: Year 4	Gymnastics: Year 4	Football: Year 3/4	Rounders: Year 3/4	Athletics: Year 4
Year 4/5 - Hazel Lesson	Netball: Year 3/4	Yoga: Year 3/4	Basketball: Year 3/4	OAA: Year 4	Tennis: Year 4	Golf: Year 3/4
Year 5/6 – Elder	Hockey: Year 5/6	Dance: Year 5	Gymnastics: Year 5	Football: Year 5/6	Rounders: Year 5/6	Athletics: Year 5

Year 5/6 – Elder	Fitness: Year 5/6	Yoga: Year 5/6	Tag Rugby Year 5/6	OAA: Year 5	Tennis: Year 5	Basketball: Year 5/6
Year 6 Willow	Netball: Year 5/6	Dance: Year 6	Gymnastics: Year 6	OAA: Year 6	Cricket: Year 5/6	Athletics: Year 6
Year 6 Willow	Fitness: Year 5/6	Yoga: Year 5/6	Handball: Year 5/6	Football: Year 5/6	Tennis: Year 6	Golf: Year 5/6