Physical Education Policy

Freemantle Church of England Community Academy Trust

This policy should be read in conjunction with the following where further information may be found:

- PE and Sports Premium Statement
- PE Knowledge and Skills Progression Document

Reviewed by:	Russell Dyer	**Date:**	August 2023
Approved by:			
Next review due by:	August 2025		

Contents

1. Mission Statement 2
2. Approach to Teaching and Learning 2
3. Resources and Health and Safety 3
4. Curriculum and Progression of Skills 4
5. Equal Opportunities 5
6. Monitoring Arrangements 5
7. PE and SMSC 5
8. UN Convention on the Rights of the Child 5

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1. Mission Statement

At Freemantle, we believe that Physical Education, sport and the adoption of a healthy lifestyle have a vital role to play in the physical, social, emotional and intellectual development of our children. Physical Education is essential in giving our children the knowledge and understanding to make informed choices about healthy living which will positively impact upon their future health and well-being. Physical Education at Freemantle aims to provide children with opportunities to take part in a wide range of sports and physical activities, carried out in a safe and supportive environment, where effort and hard-work is celebrated. We also aim to teach our children the importance of co-operation and collaboration with others as part of an effective team, whilst also promoting fair and sporting behaviour to embed positive life-long values. We recognise the links between PSHE and Physical Education and actively seek to make links between these subject areas to model how the adoption of healthy habits will benefit our children both now, and in the future, to ensure that we consider the needs of the whole child.

2. Approach to Teaching and Learning

PE lessons are taught weekly across the Academy with a sports specialist and class teachers leading sessions to ensure consistency in building skills and supporting development throughout the year.

Physical Education provision in EYFS can be broken down into two main areas:

Physical development – Intricately interwoven with emotional, social, cognitive and language development, physical development underpins all other areas of a child's learning and development, which is why it is one of the Prime Areas of learning within EYFS. Through play and exploration, connections between brain, body and mind are further developed, which impacts on each child's health, wellbeing and self-care. Each child's journey relies on whole body physical experiences, where fine and gross motor skills are developed in an integrated way to lay the foundations for success in a range of sports in the future. The environment we provide and the role the adults play in embedding movement and encouraging children to be healthy, active and interact with each other are crucial in promoting strength, balance and co-ordination.

Personal, social and emotional development – Through the exploration of physical and active play, our children develop confidence, independence, resilience and perseverance, as well as motivation to be active and appreciate the joy of exploring interactions with others. In line with our fundamental British Vales, our children learn simple rules within play, which enables them to develop a sense of right from wrong and understand that rules are in place to help us stay safe, enjoy and achieve. They learn the importance of respectful relationships through having opportunities to work and play co-operatively with their peers, as well as learning to take turns and

manage their emotions positively. Our children begin to learn the link between healthy body and mind, paving the way for further work on mental health and wellbeing to build lifelong healthy learners.

Across KS1 and KS2, all Physical Education lessons work towards developing the following key areas (golden threads):

- **Fundamental Movements** - Children will develop a range of fundamental skills and movement patterns that, once established, will enable them to be successful in a number of recreational and competitive sports.

- **Tactical Understanding** - Children will gain an awareness of simple tactics for attacking and defending that can be successfully applied to a variety of sports.

- **Sporting Behaviour** - Children will learn to appreciate the importance of honesty, integrity and fairness within sport by demonstrating mutual respect towards their peers and the rules of the game.

- **Competition** - Children will be given opportunities to apply their fundamental skills and tactical awareness by competing against themselves and others in a variety of competitive scenarios.

- **Outdoor and Adventure** - Children will participate in outdoor and adventurous activities that will develop their confidence and independence, both as individuals and as part of a team.

- **Swimming and Water Safety** - Children will learn to swim competently and confidently using a range of strokes and be able to perform safe self-rescue in a number of water-based situations.

3. Resources and Health and Safety

All resources for PE are held centrally, inside locked storage boxes outside on the playground. All staff have access to PE equipment with keys stored inside the key box located in the main office. PE equipment is used solely for the teaching of PE as equipment for play time is stored separately. Equipment is monitored by all staff and breakages are reported to the PE Co-ordinator.

All teachers should make themselves aware of the health and safety arrangements for the areas of the activity that they are teaching. All pupils and staff must wear clothing that is appropriate for physical activity with regard to safety and manoeuvrability. Pupils must be taught how to handle and carry resources and apparatus appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and to others. Pupils who do not conform to safety requirements may be excluded from PE lessons.

4. Curriculum and Progression of Skills

PE lessons are taught weekly across the Academy with a sports specialist and class teachers leading sessions to ensure consistency in building skills and supporting development throughout the year. Topics in red (dance and outdoor/adventure) are taught by class teachers, as these areas may link with half termly themes to provide context and enrichment to the children's learning journey.						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Nursery	Children in Nursery and Reception have daily opportunities to engage in activities which develop their gross and fine motor skills. Through continuous provision, children are taught the skills they need to use equipment safely as well as learning to move their bodies in a range of ways and gain control over their movements. Nursery children experience enhancement sessions through Curriculum Enrichment, where other teachers or the sports specialist will explore activities which lay the foundations for ABC work in Reception.					
Reception	ABC (Agility, Balance and Co-ordination)	ABC (Agility, Balance and Co-ordination)	Sending and Receiving (running, jumping, throwing and catching)	Sending and Receiving (running, jumping, throwing and catching)	Invasion Games (attacking and defending)	Invasion Games (attacking and defending)
Year 1	Fundamental Movements for Invasion	Fundamental Movements for Invasion	Speed, Agility and Quickness Dance	Speed, Agility and Quickness/Net and wall Dance	Net and Wall/Striking and Fielding	Striking and Fielding/Athletics
Year 2	Fundamental Movements for Invasion	Fundamental Movements for Invasion	Speed, Agility and Quickness Dance	Speed, Agility and Quickness/Net and Wall Dance	Net and Wall/Striking and Fielding	Striking and Fielding/Athletics
Year 3	Invasion Games	Invasion Games	Net and Wall	Net and Wall	Striking and Fielding Outdoor and Adventure	Striking and Fielding/Athletics Dance
Year 4	Invasion Games	Invasion Games	Net and Wall	Net and Wall	Striking and Fielding Outdoor and Adventure	Striking and Fielding/Athletics Dance
Year 5	Invasion Games	Invasion Games	Net and Wall	Net and Wall	Striking and Fielding Outdoor and Adventure	Striking and Fielding/Athletics Dance
Year 6	Invasion Games	Invasion Games	Net and Wall	Net and Wall	Striking and Fielding Outdoor and Adventure	Striking and Fielding/Athletics Dance

Swimming and Water Safety sessions take place throughout the year for children in Years 5 and 6. These sessions take place at Regents Park Community College with qualified swimming instructors as we do not have the facilities to teach this area of the curriculum.

Staff refer to the PE Knowledge and Skills Progression document (saved on the server) when planning PE lessons to ensure that activities develop age-related skills that build upon prior learning. The Knowledge and Skills Progression document was developed in line with the national curriculum statements for PE.

5. Equal Opportunities

Pupils with special needs are able to develop their confidence and express their feelings through physical activity, where they may not in more academic subjects. We acknowledge pupils with learning difficulties who may find opportunities to excel in PE, pupils with special physical needs who may need specialised resources and extra support and gifted and talented pupils who may need more challenge. Teachers should be aware of pupils' differing abilities and differentiate tasks according to needs just as they would in any other subject. Although all children are encouraged to wear PE kit to participate effectively within PE lessons, we do not exclude pupils from lessons without full PE kit.

6. Monitoring Arrangements

It is the responsibility of the PE Leader to ensure the implementation of this policy, monitor standards and liaise with our sports coach (Danny Young) in order to offer advice and support to staff, provide a model and promote excellence in children's achievements.

This policy will be reviewed by Russell Dyer, PE Leader, biennially. At every review the policy will be shared and approved by the Board of Directors.

7. PE and SMSC

At Freemantle, we encourage independent thinking that will enable the children to develop their ideas and intentions and express these in an appropriate manner.

Specific examples of spiritual, moral, social and cultural development in PE include:

- Pupils learning to cope with both success and defeat with dignity.
- Pupils discussing learning objectives and reflecting upon issues as well as listening to others' opinions.
- The role of coaches, leaders, and umpires are used to develop pupils' sense of right and wrong.
- Pupils witnessing positive behaviour in PE and being allowed the opportunity to reflect upon the need for rules and fair play.
- Pupils becoming aware of different cultural attitudes towards aspects of physical activity.
- Discovering the role of sport and dance within society including learning dances and games from different traditions.
- Pupils learning to cope with their emotions in socially acceptable way during competitive situations.

8. UN Convention on the Rights of the Child

Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.