



Sleights Church of England  
(Voluntary Controlled) Primary School

# Physical Education Policy

March 2022

*\*This policy was reviewed in March 2022, following careful consideration of the Physical Education curriculum review, Covid-19 and its implication on the curriculum delivery.*

*Working together to be happy; to flourish; to succeed  
through our Christian values  
perseverance, respect and trust.*

## Physical Education at Sleights

**“A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”**

The National Curriculum for Physical Education in Key Stage One and Two, 2014

The teaching of Physical Education (PE) at Sleights is underpinned by the ongoing development and acquisition of knowledge and skills. This development and acquisition occurs as a result of our own school's curriculum sequence and progression, which maps out the core knowledge and skills children need to be highly effective sports people.

### About this policy

This policy intends to outline the policy and procedure for teaching and learning in Physical Education at Sleights Church of England (Voluntary Controlled) Primary School.

In our Church school, our vision is to “work together to be happy; to flourish; to succeed”. This policy intends to outline how our whole school community lives this out in relation to curriculum planning and learning in Physical Education. The key aspects of this policy were established through “working together”, as it has been written through consultation with staff and governors. The teaching of Physical Education is enhanced at Sleights through highly effective collaboration and “working together” through professionals, visitors, training and local competitions. Our Christian Values are firmly rooted in this policy.

Curriculum opportunities in Physical Education promote the respect, trust and perseverance our school values show us. With God's love we learn to trust ourselves and one another in the different challenges we face as individuals and in groups and teams. We learn to respect others when we compromise and co-operate with others and to be thankful for these opportunities we share.

Christian Value	How is this value lived out in our Physical Education policy?
Perseverance	<i>I can do all things through Christ who strengthens me</i> (Philippians 4:13) At Sleights, we believe that Physical Education should be high quality and challenging for children. Often, children will be challenged to explore movement, fitness, competition and personal goal setting. It is through perseverance that children build resilience and strength to grapple with these challenges.
Respect	<i>So in everything, do to others what you would have them do to you</i> (Matthew 7:12) The teaching of Physical Education at Sleights includes, modelling respectful behaviour during lessons to all pupils. Respecting one another is the key to pupil engagement and consequently, the learning throughout the lesson. It is essential during self-activities, teamwork and, crucially, competitions.
Trust	<i>My God is my strength in whom I trust</i> (Psalm 18:2) Trust is an essential aspect of highly effective PE teaching. In conjunction with respectful and caring consideration for a range of abilities, effective trust at Sleights ensures that families, children and staff can work together, in line with our school vision to deliver a highly inclusive, engaging and effective curriculum to all children.

## Physical Education at Sleights

### Physical Education at Sleights involves:

Dedicated curriculum time to engage in range of purposeful and practical experiences relating to varied sporting disciplines.

Sequenced learning experiences, which build on prior knowledge and understanding.

Developing a secure understanding of declarative (what) and procedural (how) sporting knowledge.

Sessions and programmes led by specialist sporting teachers, enabling higher levels of competency and understanding.

### Intent of our Physical Education curriculum

The National Curriculum states that Physical Education will:

- develop competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.

The children at Sleights will be provided with a curriculum offer for Physical Education designed meet these aims and:

- identify crucial learning, which is placed in context and connected to other knowledge.
- gain a secure understanding of sporting disciplines, specialisms and techniques.
- build on and develop sporting knowledge and skills in a well sequenced and structured progression across their time at Sleights.
- support children's acquisition and progressive understanding of substantive and disciplinary knowledge.
- enable children to effectively engage in and understand healthy lifestyles the impact of physical activity in achieving this.
- equip children with the competence required to be highly effective in sport.
- enable children to understand a range of sporting skills, techniques and vocabulary, which can be used widely across the planned curriculum and beyond.
- promote active and healthy lifestyles, physical skills, physical development and knowledge of the body in action.
- instil opportunities and enthusiasm for competition.
- support children to learn confidence, perseverance, team spirit, positive competitiveness and organisation.
- challenge and encourage each individual to achieve personal goals and aspirations.
- commit to improving the mental and physical lives of children at Sleights.

### Implementation of our Physical Education curriculum

Physical Education is implemented at Sleights through:

- timetabled, high-quality lessons, which enable children with the time and opportunities to develop their physical education understanding and skills over time.
- the use of a progressive long term plan, which is organised so that children can build an increasing knowledge base of physical education techniques, disciplines and skills.

- a half termly focus on an sporting discipline, which supports and enables children to develop a secure understanding of physical education.
- ongoing opportunities to acquire and apply theoretical knowledge relating to physical education including evaluating the work of others and understanding the process of healthy living.

**Implementation of our Physical Education curriculum: Securing competence**

Building and securing competence is an integral feature of the Sleights’ Physical Education curriculum. In all disciplines and sports, competence is something that children work towards securing and achieving. Competency is considered in three aspects:

<b>Motor Competence</b>	Children develop efficiency in movement, considering how to travel safely. Children demonstrate an understanding of knowing motor competence, as well as showing motor competence.
<b>Rules, Strategies and Tactics</b>	Children develop an understanding of the rules, strategies and tactics of sporting disciplines and games being taught. Children move intelligently through awareness of these through to confidence and competence in how to apply these.
<b>Healthy Participation</b>	Children gain an understanding of healthy lifestyles and how to participate in sport safely.

**Implementation: The content of the Physical Education curriculum at Sleights**

At Sleights, Physical Education activities are planned, so that they build upon the prior learning 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 through the school.

Physical Education at Sleights meets (at least) the two hour entitlement for sessions per week.

The curriculum planning in Physical Education is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the Physical Education activities covered each year. Each class teacher then determines appropriate games and skills to work on during each activity, ensuring to cover the skill progression within their identified key stage.

Class teachers and the designated Physical Education teacher follow the long-term plans to guide each lesson. Teachers’ medium and short-term plans then identify the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher and the designated PE teacher keep these individual plans, and the class teacher and subject leader discuss them on an informal basis. These discussions also involve specialist sports leaders, whom are employed by Sleights Church of England Primary School, allowing planning to be consistent and allow for full coverage throughout the year.

Physical Education at Sleights focuses on the acquisition of new knowledge and building on prior learning relating to:

- **declarative knowledge** - which supports children to identify **what** knowledge/skills are required.
- **procedural knowledge** - which supports children in **how** to apply knowledge/skills.

As children move between classes and Key Stages, staff carefully identify the level of competency that children have in using and applying skills taught. Before introducing or developing understanding of a skill, or use of a tool, children low stakes assessment opportunities are built into sessions to ensure a secure understanding.



Support is provided to staff and children in relation to Physical Education sessions using materials from the PE Hub.

### Implementation: Declarative and Procedural Knowledge

In addition to mapping out units of study to be taught at Sleights, our school's also identify the **areas of declarative and procedural knowledge and skills** (sometimes referred to as 'sticky learning') taught across school from Key Stage One to the end of Key Stage Two. This knowledge and content is organised and sequenced into building blocks, so that children gain new knowledge and build on prior learning over time.

- **declarative knowledge** - which supports children to identify **what** knowledge/skills are required.
- **procedural knowledge** – which supports children in **how** to apply knowledge/skills.

Our progression documents identify key milestones in relation to intended acquisition of knowledge and skills for each identified sporting discipline. These milestones are grouped into Key Stage One, Lower Key Stage Two and Upper Key Stage Two. In Early Years, the progression is broken down into four groups, beginning at birth and concluding at the statutory Early Learning Goal.

Within each sporting area, knowledge is organised on our own planning to provide a clear progression and development. The specialist area is broken down into core elements, which have been sequenced on plans to detail progression. Staff use the progression documents to support lesson planning and delivery

Children learn and develop specialist skills as set out in the progression documents.

Gymnastics	<ul style="list-style-type: none"> <li>• Perform the basic actions of travelling, rolling, jumping and climbing</li> <li>• Change speed and direction when travelling</li> <li>• Show awareness of body parts, points and position when making still shapes</li> <li>• Move and jump with some control and awareness of space</li> <li>• Create a sequence using 2 or more linked actions</li> <li>• Show contrasts on use of body and shape (such as small, tall, straight, curved)</li> <li>• Balance on different points of the body, holding a still position</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate control and coordination when performing a range of actions with transitions</li> <li>• Devise, repeat and perform a short sequence that shows changes in speed, level and direction</li> <li>• Create a sequence using apparatus</li> <li>• Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling</li> <li>• Show changes of direction, speed and level during a gymnastic sequence</li> <li>• Create successful and stable balances and shapes</li> <li>• Decide on strategies, skills and equipment needed to complete a challenge based on previous experience</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a range of gymnastic actions with consistency, fluency and clarity of movement</li> <li>• Show body tension and extension and good weight transference when performing</li> <li>• Combine dynamics when making sequences using changes of speed, level and direction</li> <li>• Choreograph creative and imaginative dance sequences, independently and in a group</li> <li>• Choreograph and perform more complex sequences</li> <li>• Demonstrate a consistent theme throughout a dance</li> <li>• Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements</li> <li>• Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances</li> <li>• Rehearse, refine and perfect gymnastic skills</li> </ul>
	travel, roll, jump, climb, speed, direction, sequence, balance	devise, repeat, change of direction, plan, perform	tension, extension, transference, choreograph, rotation, refine

### Implementation: Disciplinary Knowledge

At Sleights, children develop **disciplinary knowledge** through skill progression plans, which carefully set out how children will develop Physical Education skills, which can be used across the curriculum in multiple ways. In addition to the declarative and procedural knowledge, children also gain an understanding of the key concepts relating to Physical Education and fitness, referred to as **disciplinary knowledge**. Progression in this area is carried out in the same way as individual sporting disciplines.

Disciplinary concepts across our curriculum include:

- **Health and Fitness** – focused on understanding the impact of physical activity on our body.
- **Evaluating Performance** – considering the impact and effectiveness of our own work and that of others
- **Multi Skills** – including the transferable skills for use in all named sporting disciplines

## Implementation in Early Years

At Sleights, Physical Education begins in the Early Years, where children are supported to build and develop fundamental movement skills. These include running, hopping, galloping, leaping, striking, kicking, throwing, catching, balancing, rolling, bending and twisting. Children begin with being taught the essential building blocks linked to these fundamental skills, before being supported to develop fluency and competency.

Using the expectations for physical development, set out in the Early Learning Goals, carefully identified curriculum intent for our Early Years' children recognises the incremental steps in knowledge and skill acquisition that is expected across our Pre-School and Reception classes. These areas focus on **fine motor skills** and **gross motor skills**. In line with the Early Learning Goals, children will be taught to:

- 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.

The focus and development of these skills ensures that, before children embark on their Key Stage One journey, they have already acquired a secure understanding of early physical education skills.

## Implementation in Key Stage One

Building on the conceptual understanding of Physical Education gained in Early Years, children across Key Stage One develop an increasing knowledge, enabling them 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

Children in Key Stage One will gain an understanding and starting point of each sporting discipline identified on the Sleights' long term plan, so that they can further develop skills across Key Stage Two. These disciplines are identified in the Key Stage One plan below.

## Key Stage One Long Term Plan

The plan is completed each year, so that children revisit sports twice during their time in Key Stage One to ensure competency and proficiency in fundamentals, before developing skills further across Key Stage Two.

	Autumn		Spring		Summer	
Unit	Fundamental multi skills are included within each unit and tailored to meet the demands of the specific sports discipline.					
	Football	Gymnastics	Basketball	Hockey	Tennis	Athletics

\*Throughout the year, swimming and dance are taught on a rotational basis for a full term each.

## Implementation in Key Stage Two

Building on children's acquired knowledge of Physical Education knowledge and related skills, in Key Stage Two at Sleights, children begin increase their proficiency and competency across the curriculum, enabling them to be able to communicate, with confidence, their knowledge of what is required for each sport (declarative) and demonstrate how to achieve this (procedural)

Across Key Stage Two, children build up an understanding of how to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance.
- 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

The curriculum in Key Stage Two builds on the understanding secured in Year One and Two. Sporting areas are developed across the full key stage, providing the adequate time and opportunity to support children to develop techniques, understanding and knowledge. This knowledge is gained and developed across six units of work, taught across Key Stage Two, on a two year rolling programme. This length of time enables children to build proficiency and competence in skills.

Building on their time in Year One and Two, children in Key Stage Two will gain develop an increased understanding of each sporting discipline identified on the Sleights' long term plan. These disciplines are mapped out on the school's long term plan below.

## Long Term Plan

The plan is completed on a two year rolling cycle (Year A and Year B), so that children have adequate time to effectively develop knowledge and skills in each sporting discipline.

	Autumn	Spring	Summer	
<b>Year A (2022/2023)</b>	Fundamental multi skills are included within each unit and tailored to meet the demands of the specific sports discipline (including dodgeball)			
<b>Year 3 and 4</b>	Football	Hockey	Rounders	Athletics
<b>Year 5 and 6</b>	Tag Rugby	Netball	Cricket	Athletics

	Autumn	Spring	Summer	
<b>Year B (2023/2024)</b>	Fundamental multi skills are included within each unit and tailored to meet the demands of the specific sports discipline (including dodgeball)			
<b>Year 3 and 4</b>	Gymnastics	Cricket	Tennis	Athletics
<b>Year 5 and 6</b>	Football	Basketball	Gymnastics	Athletics

\*Throughout the year, swimming and dance are taught on a rotational basis for a full term each.

Whilst a number of sports are taught in each phase of school, the following disciplines are taught on two occasions during the children's time in school:

- rounders
- netball
- tag rugby
- tennis
- hockey
- basketball
- cricket.

To demonstrate progression within these units, progression and milestones are identified as 'Beginners, Intermediate and Advanced'. Expectations of when these points should be reached are also identified in planning documents.

### **Implementation: Swimming**

At Sleights, all children, from Reception onwards, engage in regular swimming sessions. Swimming sessions at Sleights take place on a rota basis, but each year, children complete at least one full term of swimming sessions. These sessions are led by highly trained and qualified specialist staff.

In swimming sessions, children are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively.
- perform safe self-rescue in different water-based situations.

Additional sessions are provided to children during Year 6, where there is a concern that children may not meet these expectations.

### **Supporting pupils, including pupils with special educational needs and/or disability**

Ensuring access to the curriculum for all children, regardless of background, special educational need and/or disability is an essential aspect of teaching and learning at Sleights. Our approach to the curriculum for children with special educational need(s) and/or disabilities aims to ensure that children with differences are able to learn about a subject, remain focused, manage and complete tasks with a sense of achievement, whilst also being challenged.

This will be supported and achieved through a range of ways, including:

- Additional repetition of learning to support embedding the knowledge (to help the children to remember the knowledge).
- Repetition tasks take the form of retrieval tasks and activities, in addition to learning the same information in different ways over several lessons.
- A wider range of practical activities in the curriculum to support children's individual needs, including a range of recording methods.
- A range of practical resources and support tools to enable access to the curriculum.

Inclusion issues will be considered and acted upon in consultation with parents, professionals (for example: Occupational Therapist, Physiotherapist) children, the school's SENCO, the school's Special Educational Needs policy and from the Local Authority, if necessary.



## **Impact: how do we ensure that children are making progress and learning?**

Assessment for learning is fundamental to raising standards and enabling children to reach their potential. Assessment in physical education takes place during and after each taught session, using a range of strategies such as verbal feedback, verbal discussions with children and response time.

Teachers assess children's work in PE by making assessments as they observe them working during lessons, using the same assessment framework throughout the school. They record the progress made by children against the learning objectives for the lesson. At the beginning of a unit a baseline assessment is made and, at end of a unit of work teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations according to age and stage of each individual unit. They record the information in their assessment tracker and use the information to plan the future work of each child. These records also enable the curriculum leader to make an annual assessment of progress for each child, as part of the child's annual report to families.

The curriculum leader monitors PE progress with lesson plan scans, lesson observations, CPD for staff and yearly monitoring of skill progression.

Teachers retain photographic and video evidence of children's work (stored on the server and via the online portal: Tapestry). This is subject to permission being gained from the parents/legal guardians to take photographs of their child, in line with current legislation regarding data protection (GDPR.) The evidence provides a demonstration of an expected level of achievement in each area of activity in PE, in each class of the school.

Assessments are made of children's progress, knowledge and skills formally each term (assessments recorded on the half term). Teachers make informed assessment decisions based on activities and learning. These assessment decisions identify whether a child is demonstrating that they are meeting the expected standard, working towards it or exceeding it.

## **Extra-Curricular Activities**

At Sleights, we run a wide variety of extra-curricular clubs including sport related activities such as football, tennis and dance. In addition, through breakfast and after school club, activities are planned to promote children being physically active during, before and after school. Before and after school club is offered on an open-access basis, with football, tennis, dance and swimming being offered on a rotational basis between classes.

## **Competition**

Engaging in competition during taught sessions and more widely is an important aspect of our Physical Education curriculum and entitlement. As part of this, the school purchases annual membership to be a part of the local sports partnership who provide exciting competitions for children of all ages. In addition, the partnership offers staff CPD. Sleights takes part in these competitions at every opportunity, and children are chosen based on their want to be included, on a fair, rotational basis.

## **Sports Premium**

At Sleights Church of England (Voluntary Controlled) Primary School, we hold a firm commitment to ensuring high quality PE and sport for every child. The school receives additional funding to support this and build sustainability for high quality PE and sports.

The Department for Education states that the premium should be used to:

- Develop or add to the PE and sport activities that the school already offers.
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

The key indicators and improvement areas for the premium spending are:

- The engagement of all pupils in regular physical activity
- The profile of PE and sport is raised across the school as a tool for whole-school improvement
- Increased confidence and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils.
- Increased participating in competitive sport.

A full summary of how the school uses the additional funding and the impact of this can be found on our website: [www.sleights.n-yorks.sch.uk](http://www.sleights.n-yorks.sch.uk)

## Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. The effective management of safety for Physical Education at Sleights Church of England Primary School has four main components:

**1. Risk Assessment and planning before a lesson.**

**2. Organisation of routines before, during and between lessons to include:**

- The use of appropriate kit, including the correct footwear.
- Children who do not have a PE kit will, initially, be supplied with school kit, or be offered take part in the lesson as an observer rather than a participator, if they are unable to participate in available clothing/shoes.
- Parents will be informed after two consecutive occasions of no PE kit.
- All children taking part in indoor PE should be barefoot or wear suitable foot covering for indoor PE. For gymnastics, particularly when the apparatus is being used, there should be barefoot only.
- All jewellery should be removed and stored safely before each lesson.
- In line with Sleights' uniform policy, long hair should be tied back.
- All equipment, apparatus and environment should be checked before the start of every lesson by the teacher and is the responsibility of the teacher. Children should be given health and safety guidance throughout the lesson.
- Location of safety equipment (including first aid kits)
- Reporting accidents

**3. Control to include:**

- Where to find safety information.
- Regular safety checks.

**4. Monitoring and Review:**

- including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

## Equal Opportunities

In the teaching and learning of Physical Education, every child has the right to equal opportunities regardless of their gender, ethnicity or physical/academic ability. We ensure the individual is educated in an environment where he/she feels respected and valued ensuring equal access to equipment, delivering a curriculum free from stereotyped ideas; not using sexist or racist language and having equally high expectations of children regardless of their gender, ethnicity or ability.