

Bowlee Park Community Primary School Physical Education Policy

Our School Motto; Knowledge... your passport to the world!

Bowlee Values- Respect, Kindness, Ambition, Resilience, Cooperation, Responsibility

British Values - Democracy, Rule of Law, Individual Liberty, Tolerance and Respect

Rights Respecting Schools - Article 28; 'Every child has the right to an education'

1. CURRICULUM INTENT

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides 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.

National Curriculum, 2014

A Curriculum for Our Pupils

We are a large school in an area of significant deprivation and many of our pupils come from homes where there are challenges of low income and social deprivation. Therefore, we ensure that the curriculum and teaching of PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.

These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children about how their body works in action and how to develop their skills safely and securely. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Our PE curriculum is committed to securing equity by allowing pupils to make informed choices about physical activity throughout their lives.

Pupils are encouraged to be ambitious and have a confident, logical and resilient approach to PE and sport, which ensures a high achievement for all pupils including disadvantaged pupils and those with SEND.

In designing our PE curriculum, we have taken into consideration the wide range of abilities within the classroom and ensure that appropriate support and resources are in place to ensure all children, where possible, can access the lesson objectives and excel at an age-appropriate level.

Inclusion and access to the curriculum

At Bowlee Park Primary School, all children have an entitlement to a broad and balanced curriculum, which is differentiated to enable our children to:

- understand the relevance and purpose of all learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement;
- maximise achievement for all pupils, including pupils with Special Educational Needs and Disabilities (SEND) and children whose first language is not English, by addressing barriers to learning.

Staff at Bowlee Park take into account that pupils have different educational and behavioural needs and aspirations; require different strategies for learning; acquire, assimilate and communicate information at different rates; and need a range of different teaching approaches and experiences. In the teaching and learning of reading and writing, staff make appropriate curricular provision to respond to children's needs by:

- planning for all children's full participation in learning;
- differentiating teaching and learning to recognise individual needs;
- providing support for children who require it to access the curriculum;

- taking into account the specific needs of pupils with SEND and the targets set for them as identified in their Pupil Profile, Individual Education Plans or Education, Health and Care Plans;
- using resources effectively to support all learners, including those with SEND;
- seeking advice from the subject leader and the SENDCOs to meet the needs of all pupils.

Equalities Statement

At Bowlee Park Primary School, we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We meet the requirements of the Equality Act 2010 and provide an inclusive education to enable all pupils to develop their full potential.

Our school delivers a broad and balanced curriculum for all pupils and we address individual needs irrespective of gender, ability, religion or ethnic origin. The curriculum avoids stereotypes and provides good role models for all pupils. We ensure the curriculum is not delivered in a discriminatory way.

A curriculum of breadth and wider opportunity

At Bowlee Park, our PE curriculum is a curriculum of breadth and ambition. Our curriculum delivers the EYFS Framework and statutory National Curriculum. Our objectives in the teaching of PE are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play as a team in a range of group situations;
- to develop the way in which children perform skills, and apply rules and conventions, for different activities;
- to show children how to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success;
- providing specialist support where individual children have particular gifts or talents.
- to support children in becoming team players and how to make effective decisions as part of that team.

Each year, opportunities for children to extend their knowledge, skills and experience are delivered through carefully-planned additional events, visitors and workshops. These include:

- Approx. 100 fixtures/events/competitions annually (attended in each of the last 4 years) with 1000+ children annually representing Bowlee Park in sporting competitions.
- Children regularly representing Rochdale at GM School Games Winter & Summer competitions.
- Active Lunchtime scheme in place to ensure that all children have the opportunity to part meet Chief Medical Officers recommendation of 60 mins physical activity on a daily basis.
- Established inter-house system enabling 100% of children access to competitive sport on a regular basis.
- Annual joint-schools SEN sports events.

Previously, the children have also worked with staff to achieve the GOLD School Sports Mark (awarded 2015/2016, 2016/2017, 2017/2018, 2018/2019), and currently are applying for the PLATINUM School Sports Mark (2019-2020). Opportunities like this are invaluable, as it they encourage pupils' passion for PE to thrive.

Progressive, well-sequenced learning that embeds knowledge

PE is a foundation subject in the National Curriculum. Our school uses the new national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As advised, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach dance, games, outdoor education, gymnastics, swimming & water safety and athletics. Swimming and water safety take place at Key Stage 2, where all children receive 17 hours of instruction from subject specialists. PE lessons are planned systematically so that there is a carefully sequenced journey through their school life of the elements and skills being taught. This is built through small progressive steps.

Our PE curriculum maximises the opportunities for pupils to build on prior learning. Their knowledge content is repeated and revisited to ensure that pupils know more and remember more. As a result, as they move through school the pupils make connections to PE skills previously taught, which leads to further learning and develops new skills.

As pupils develop knowledge, they need to practice and master skills which is why the knowledge and skills pupils have previously gained is recapped and reinforced at the beginning of every lesson. There are clear cross curricular links throughout the scheme to other academic subjects, such as; maths and science. These are embedded into lessons by using subject specific language when discussing the PE skill, knowledge or activity.

A curriculum that develops character

Our PE curriculum enables our pupils to develop into confident learners who understand the importance of health and fitness, fairness and respect, and who develop their personality, talents and abilities to the full. This reinforces our UNICEF Rights Respecting schools' programme (Goals of Education - Article 29)

At Bowlee Park, PE empowers pupils to embed the Bowlee values of respect and kindness, as pupils are encouraged to work co-operatively with others, help each other with the mastery of a skill, support their peers when they are facing difficulties and critique and celebrate each other's work. They also learn resilience as they are encouraged to keep going with a particular skill even if they are finding it difficult. Through PE, children benefit from developing a range of personal and social skills such as peer relationship skills, prosocial behaviours (e.g. respect), leadership skills, problem-solving skills, and personal and social responsibility skills. When children develop these personal and social skills, they will not only be more successful learners, they will also be more likely to make a more successful transition to adult life

2. IMPLEMENTATION

We provide our pupils with a first class PE education by ensuring that the planning scheme is of a high quality and delivers challenging and engaging lessons. Through specialist subject teaching and high quality professional development, the teacher and teaching assistant have strong subject knowledge, know how children's skills will develop from unit to unit and from year to year and this ensures high quality teaching to all of our pupils.

PE Curriculum Planning

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devises this plan in conjunction with The PE Technician (TA4) who also delivers the lessons.

We use the national scheme of work as the basis for our medium-term plans. This gives

details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Class teachers can find a weekly plan for each PE lesson on the school intranet ('O' Drive). This ensure that, where a PE-specialist is unable to take a lesson, quality-first planning remains is available for covering staff.

We plan the PE activities 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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school. Children's skills are continually reviewed and assessed so that children's progress is monitored and the needs of the individual are meet.

Parents and carers are informed which PE activities are led by approved instructors and not directly by a member of teaching staff. Parental consent is sought for these sessions and for any extra-curricular activities.

The Foundation Stage

We regard the physical development of our children in both nursery and reception classes as an integral part of their work. As the reception class is part of the Foundation Stage 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.

3. IMPACT

Assessment for learning

The subject leader assesses children's work in PE through careful observations during lessons against age-related expectations. These records also enable the class teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. The teacher passes this information on to the next teacher at the end of each year.

The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of PE activity for each year-group in school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the QCA and the Department for Children, Schools and Families.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the sports hall and playground space for games, athletics and outdoor education activities. They also use the local swimming pool for swimming lessons. The school has access to a fitness gym that the children can use during their P.E lessons and all complete an induction programme on how to use it safely.

Health and Safety

The general teaching requirement for health and safety applies to this subject. We ensure the children consider their own safety and the safety of others at all times. We ensure they change for PE into the agreed clothing for each activity area. The expected by the

governing body, the teachers set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity. Children are shown how to use the equipment safely, how to move it and how to ensure that it is stored away. The equipment is checked regularly by the P.E Leader to ensure that it is safe to use and will be checked again by the teacher before it is used. Children warm-up and cool-down correctly in all P.E sessions; teachers explain the necessity of these exercises and how they benefit the body.

Extra-curricular activities

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas and to provide them with new sporting experiences that may not be incorporated into the National Curriculum. The school sends details of the current club activities to parents and carers at the beginning of each term. Children have the opportunity to attend a variety of clubs, depending on their suitability for these activities and parental consent is sort before they can take part. The school also plays regular fixtures against other local schools in a wide variety of sports. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

Monitoring and review

The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by demonstrating good practice, commitment and enthusiasm, keeping them informed about current developments in PE, organising INSET opportunities, providing a strategic lead and direction for this subject;
- Gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in PE and indicates areas for further improvement;
- Uses specially allocated regular management time to review evidence of the children's work, and to observe PE lessons across the school.
- Organises resources by carrying out resource audits, ordering new resources and managing the P.E budget effectively.

The quality of teaching and learning in PE is monitored and evaluated by the head teacher as part of the school's agreed cycle of lesson visits, pupil interviews and professional discussions with the PE staff.

This policy will be reviewed at least every two years.

Next review Date: September 26