



PE POLICY



PE Policy

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Chair's Signature	

Curriculum Intent

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community.

We do this through:

A COMMITMENT TO ACADEMIC EXCELLENCE

A PASSION FOR CREATIVITY

NURTURING SOCIAL INTELLIGENCE

WORKING WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for the creative arts and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals. .

We want all our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead, whilst celebrating everything that makes us special

Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We work alongside parents as a partnership. We are committed to developing meaningful links with organisations and individuals in our area.

PE at Rodings

Physical Education at Rodings is carefully planned and progressive learning that takes place within the school timetable to all children. Our children experience and learn a broad range of skills through a range of sports, dance and gymnastics. We aim to ensure all children become physically confident in a way that supports their health and fitness.

Our PE curriculum is specifically designed and delivered to enthuse, inspire, include and engage all pupils whatever their stage and ability. Throughout our curriculum we develop children's fundamental movement skills alongside developing their physical literacy, emotional and thinking skills.

Our curriculum has three key elements: head, heart and hands.

This supports our school's commitment to the mental health wellbeing of all our children.

Not only are we on a mission to get our children more active by developing the fundamental physical skills that are so often overlooked, but our PE lessons are also centred around the child to enable them to be successful in the classroom and in later life. We aim to support our children through our love of movement by educating and helping our families to be more engaged in their children's wellbeing and health.

National Curriculum

Rodings Primary School recognises the value of Physical Education (P.E). We adhere to the aims of the national curriculum for physical education to ensure that all children:

- develop physical 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 lifestyles.

KS1

In KS1 children 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 should be able to engage in competitive (both against self and against others) and co-operative physical activities. Children are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.

KS2

In KS2 children 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. Children are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games 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

Swimming and water safety

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

Curriculum Content for PE

At Rodings, our PE curriculum ensures that the children's skills and knowledge are planned and are progressive throughout their time at Rodings. The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance. Our Learning Ladder states which physical activity/sport is to be taught when; skills are then taught through these physical activities and are built upon each year of study.

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Not only are we on a mission to get our children more active by developing the fundamental physical skills that are so often overlooked, but our PE lessons are also centered around the child to enable them to be successful in the classroom and in later life.

We aim to support our children and our love of movement by educating and helping our families to be more engaged in their children's wellbeing and health and enrich our curriculum with swimming, inter and intra competitions and sports day events.

EYFS

At Rodings, we recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. Within this area of learning, Physical Development, the Gross Motor skill strand is of particular importance:

Physical Development: Gross Motor Skills:

Children at the expected level of development will:

- *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.*

Feedback

In order for feedback to have the highest impact on learners, we have investigated effective strategies. They can be categorised into:

1. Immediate: The feedback is given within the lesson, during the learning.
2. Summary: The feedback is given at the end of a session or unit, for example in a plenary
3. Review: The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.

Our Feedback Policy contains a list of effective feedback strategies that are used at Rodings Primary School. The list consists of best practice from across the UK. Teachers are trusted to use a range of these strategies and to match the strategy to the needs of the class or individual pupil.

For PE, most of the feedback is immediate and verbal, during the lesson so that pupils can then respond and act on the feedback to improve their development of their skills.

Assessment

An array of assessment techniques are used at Rodings to establish the attainment, achievement and progress of children that attend the school. These assessments are used to clarify the teachers thoughts and observations about the children they teach and to make a judgement on the child's termly and end of year outcomes.

The assessments used in Rodings Primary School are designed to give teachers the most accurate information possible but without adding significant workload onto the school staff.

An assessment cycle is in place and is designed so that information is collected efficiently and to avoid any overlap or repeated recording of the same information.

Assessments should also be used to celebrate success however big or small, furthermore, assessments should not put unfair or undue stress or pressure onto a child.

SEND/Inclusion provision

At Rodings, we believe that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We use our best efforts to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four broad areas of need, as identified in the SEND Code of Practice (2015). These are: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/or Physical

High Quality Teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is 'additional to or different' from this, this is a special educational provision.

At Rodings Primary School we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Teachers can access resources, guidance or strategies on TOP Sportsability (free online resource) for better including all children in every PE lesson.

More Able provision

At Rodings Primary School we believe in providing the best possible provision for pupils of all abilities. Children deserve an education that challenges and motivates them to achieve their full potential and become independent learners. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

When appropriate, our More Able children are able to represent Rodings Primary School in a variety of local competitions.

Health and Safety

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

Staff dress code

It is important that staff should consider their own and their children's safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

Children's dress code

For all P.E lessons children wear appropriate P.E. clothing. Children are bare-footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

Children must not wear any kind of jewellery in PE lessons, including watches. All children, if able to, tie up their hair securely

Sports premium grant

An action plan is created annually to make sure that the Sports Premium grant is used effectively and has an impact on children's participation in sport. Sports premium can not be spent on resources for the National Curriculum but can be used to inspire and extend children's sporting ability beyond the national curriculum. The action plan changes year on year but in the past has included, transport to competitions, to attend and participate in sports beyond the national curriculum, specialist swimming coaching for children to swim 25m.