



Reviewed Feb 2022

PE POLICY STATEMENT

1. Ethos

In Krishna Avanti Primary School, we give high priority to the teaching of Physical Education. We recognise the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

2. Aims

The National Curriculum for physical education aims to ensure that all pupils:

- 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

We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport.

We encourage children to develop their creative and expressive abilities, through improvisation and problem solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors, which affect health and fitness. This work is closely aligned with our policy on Personal, Social and Health Economic and Relationship and Sex education (PSHE and RSE).

Through the Government Sports Premium Funding for schools, we will develop and add to the PE and sports activities that we provide and make improvements that will

benefit pupils joining the school in the future. We will increase the range and participation in a range of sports, both within the school curriculum and beyond.

We offer outdoor education opportunities for children throughout the school. Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school.

3. The aims of PE are:

Physical Development:

- to develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills
- to be aware of the different shapes and movements that can be made with the body
- to develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy
- to promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- to appreciate of the value of safe exercising

Social and Emotional Development:

- to develop a love of physical exercise
- to develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication
- to develop confidence in their own skills and abilities
- to promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others
- to realise that the right exercise for you can be fun and will give you energy for other things in life
- to create and plan games and teach them to one another
- to develop a sense of fair play

Cognitive Development:

- to develop decision making and problem-solving skills
- to develop reasoning skills and the ability to make judgments
- to develop an increasing ability to select, link and apply skills, tactics and compositional ideas
- to develop the ability to communicate non-verbally with the body
- to improve observational skills, the ability to describe and make simple judgments on their own and others' work, and to use this knowledge and understanding to improve their own performance

- to understand that using the correct technique will improve accuracy and individual performance
- to be able to evaluate performance and act upon constructive criticism

Spiritual, Moral and Cultural Development:

- to develop a positive attitude to themselves and others
- to experience a range of differing activities
- to be able to encourage others and give praise for their achievements so that when children perform, they do not fear failure
- to treat the opposition and the referee with respect
- to raise self-esteem through opportunities to celebrate sporting success
- to understand the importance of working as part of a TEAM, developing resilience, self-belief and determination to achieve their own personal best while supporting others to do the same
- to use positive language when communicating

4. Teaching and Learning:

At Krishna Avanti Primary School there are 2 hours of timetabled lessons each week for every pupil, allowing pupils to develop themselves as a whole person, build a sound knowledge of basic skills, and develop the values of the school's vision and to build a positive relationship with physical health.

Complete PE, a comprehensive physical education package, is used to teach PE. This develops core skills and is used to plan lessons. These are differentiated and modified for each year group with consideration for the various needs of the learners.

Hall space and outside space are timetabled to give each class an opportunity to access PE lessons.

Each lesson plan is pre-created but gives the teacher flexibility to alter elements to give the pupils the best, tailored learning experience. Each lesson has a social, personal and technical objective, ensuring that the whole person is developed throughout. Teachers will make links to the school values where appropriate to enhance children's understanding of the values associated to physical health and sport. We have also developed a curriculum map to guide teachers throughout the year.

Lessons are planned to cover the National Curriculum themes of athletics, dance, gymnastics, OAA (Outdoor Adventurous activities) and games (net and wall, invasion and striking and fielding).

The curriculum considers the importance of both the breadth and depth of learning.

Throughout the academic year, the allocated 2 hours curriculum time is split between the class teacher and specialist Yoga teacher. The specialist teachers deliver yoga on a weekly basis.

The class teachers deliver the other allocated hour of PE. Class teachers are supported with nationally recognised PE resources that provide extensive teaching and learning materials including video clips to build teaching confidence.

Lessons usually begin with a learning recap to engage and focus pupils. Pupils then work through a range of progressive activities around a theme or intended learning outcome. There are opportunities to extend and challenge individual pupils and provide support for others. Lessons may be taught in isolation or linked over several weeks. A game, performance or task may be the focal point and can be revisited to allow skills to be refined and developed.

5. The Curriculum

EYFS

We encourage the physical development of our children in the EYFS as an integral part of their curriculum. As 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.

Physical development within the Early Years Foundation Stage framework is one of three prime areas for learning.

The two related Early Learning Goals are:

Expected

Moving and handling – Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care – Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Exceeding

Moving and handling – Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.

Health and self-care – Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. At Krishna Avanti Primary, 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.

In Reception, the children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have two weekly PE lessons.

KS1

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 should be able to engage in competitive (both against self and against others) and cooperative 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

KS2:

Pupils should continue to apply and develop a 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 their skills to carry out running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, 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

The Complete PE package makes links with other subjects across the national curriculum:

- English - recount/report/ instructions
- Science - body parts/pulse rates
- Mathematics - shape/position/directions/counting and graphical representation of data
- Computing is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio-visual and data logging equipment

Swimming:

Children in year 4 and 6 will attend swimming lessons for a term as a compulsory part of the PE curriculum for schools. They will be taught by qualified swimming coaches and school staff who have attended swimming training.

Parents will be informed of the following:

- a parental consent form approving the use of goggles /prescription goggles will be requested and should bear the British Standards Institute Kite- mark
- all jewellery must be removed, the only exceptions which will be made is for cultural and religious items where a reasonable compromise will be made; this includes bracelets covered by a light fitting sweatband and necklaces to be covered by a high neck
- all children must wear appropriate swimwear: for girls this would be a swimming costume, not a bikini and boys either swimming trunks or fitted swimming shorts that are above the knee and do not inhibit movement; when pupils need to cover their torso, arms and legs for cultural/religious reasons, it is compulsory that pupils wear a swimming costume supplemented by tight fitting full body clothing (e.g. lycra leggings and a long-sleeved leotard or a tight-fitting long-sleeved top)

6. PE Curriculum Planning

Longer term planning goals and cross-curricular learning opportunities are planned for at Krishna Avanti primary School. Medium term plans are outlined in the curriculum overview, which outline the knowledge, skills and vocabulary that we expect our children to learn.

7. Differentiation (including more able/SEND)

Differentiation in Physical Education is achieved through differentiated learning opportunities. Units of work and flexible lesson planning cater for pupils at Krishna Avanti Primary School who are at different stages of development. Staff concentrate on a variety of teaching styles to develop learning experiences and departmental equipment and resources are used to provide opportunities for the pupils to progress at their own level.

We recognise the responsibility of all schools 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. We have adopted the statutory inclusion statement on providing effective learning opportunities for all 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

We use the principle of STEP for adjusting lesson activities for differentiation: Some children with particular needs may require different activities, for example with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = change the space available T = change the time allowed E = change the equipment, e.g. softer or larger balls, different sized bats, etc. P = change the people, e.g. size of the groups

8. Equal opportunities (and children with SEND)

At Krishna Avanti School, we provide a broad and balanced PE education to all children, irrespective of age, ability, race or gender and special educational needs. We also take into account the need to be sensitive to any specific individual circumstances and to make provision for them.

During different activities all pupils will be encouraged to develop qualities and skills that are linked to our values relating to respect, cooperation, fair play, the acceptance of decisions and rules and the handling of success and failure with dignity.

9. Staffing/Staff development:

Each class teacher takes responsibility for planning, teaching and assessing aspects of the PE curriculum for their class. All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coaches or outside providers through INSET. CPD course details are disseminated to all staff.

10. Safety:

- As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury:
- children should dress in shorts, tracksuit bottoms and house t-shirts
- children will work in bare feet for all indoor and apparatus work
- trainers are worn for outdoor games, together with tracksuits if it is cold
- jewellery is not to be worn
- watches should be kept safely in a container in the classroom
- long hair should be tied back and rigid headbands should be removed
- children will be trained to lift and carry any apparatus sensibly into position under adult supervision
- the teacher will always check all equipment before use and ensure it is put safely away in the correct place
- the teacher will carry out a risk assessment of PE kits prior to all PE lessons including yoga.

11. Safeguarding

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one-off basis or with clubs. Our extra-curricular programme complements and supplements the range of activities covered in curriculum time.

The planned programme for PE each academic year reflects a breadth and balance across the National Curriculum areas of activity, including dance, games, and athletics.

12. Extra- curricular Clubs:

At the beginning of each term, we publish a documented timetable of clubs. The extra-curricular content aims to be varied – including competitive and non-competitive and team and individual based clubs appropriate for all pupils. Pupils entitled to Pupil Premium funding and those with EAL/SEND are given access to these clubs which is tracked and monitored termly.

13. Assessment and Recording

Assessment for learning is an integral part of each lesson. Assessment occurs during the lesson, where pupils are questioned on how successful they have been with particular skills and how they could improve their ability. Immediate intervention by the teacher allows improvements to be made quickly. Pupils are encouraged to challenge themselves and find ways to progress their skills further. Pupils work either individually, in pairs, small groups or in teams, with peers encouraged to support and

advise one another. Assessment includes not only skills and knowledge but also pupil's ability in areas such as teamwork and tactics or sportsmanship.

In the area of fitness, pupils are assessed in relation to their endurance/cardiovascular ability and their agility & coordination. Assessment against age-related expectations in PE is completed termly using Arbor, our school assessment tool. This allows analysis of pupil standards in PE.

14. Resources

- PE equipment is stored in suitable containers, easily accessible for safe handling in PE cupboards
- Any handling of apparatus and resources takes place with adult supervision and pupils will be taught to handle apparatus in accordance with health and safety regulations
- The equipment suitability and safety is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning

15. School Sports Partnership (SSP):

Our school is a member of the Harrow School Sport Partnership.

As such, we access curricular support, competitive opportunities for our pupils and training for staff via the partnership.

As a school, we aspire to the 7 High Quality National Outcomes which guide the work of all SSP's.

These are:

- increased participation in High Quality Physical Education
- increased participation in High Quality Out of School Hours Learning
- increased Participation in High Quality Informal Activity
- increased attainment and achievement
- through PE and Sport improved behaviour and attitude
- in PE, Sport whole school increased participation in competitive and performance opportunities
- increased involvement in community sport and improved quality of community life

16. Summary:

At our school we believe PE to be an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the values that underpin our school and its beliefs.

The policy will be reviewed every two years.

