



## Physical Education Curriculum Statement

### Intent

At Hockliffe Lower School we believe that P.E. is an essential part of the development and education of every child. We believe that all children should receive high quality, enjoyable P.E. lessons that develop confidence and skills in physical activity, encourage a willingness to participate in an active and healthy lifestyle and promote positive values for life. To achieve this, we aim:

- To provide a balance of individual, team, cooperative and competitive physical activities to cater for individual pupil's needs and abilities.
- To ensure children are physically active for sustained periods of time.
- To provide opportunities for children to respond appropriately in a wide range of challenging, stimulating, and enjoyable physical contexts and environments.
- To promote an understanding of the benefits of safe exercise on the body.
- To develop pupils' self-confidence through an ability to manage themselves successfully in a variety of situations.
- To promote lifelong positive attitudes towards health, hygiene and fitness
- To foster an appreciation of safe practice.
- To foster the values of teamwork, passion, respect, determination, self-belief and honesty.
- To develop children's agility, balance, flexibility, co-ordination and control both individually and working in collaboration with others.
- To help children be able to organise equipment and apparatus, and begin to design and apply simple rules.
- To provide children with the opportunity to evaluate their performance and work to improve it so they can achieve their personal best.
- To support and encourage pupils in taking part in physical activity outside normal school hours both within the school community and by linking with sports clubs in the local community.

### Implementation

Within the implementation of the PE curriculum, the school will.....

- Provide at least 2 hours of high quality PE for all pupils, to include, athletics, gymnastics, dance, invasion games, outdoor adventurous activities and swimming.
- To encourage the Youth Sports Trust Active 30:30 initiative during PE lessons, break time and lunch time play activities as well as extra-curricular Sports Clubs
- Plan the content of the PE Curriculum of each key stage and include this information in the long and medium term planning for each class which is published on the school website. This will be based on the National Curriculum aims ensuring 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, and lead healthy, active lives.
- Enter teams from KS1 and 2 for competitive sports competitions organised by the local Learning Community.
- Ensure that all children who wish to have the opportunity to represent the school competitively during their time in KS2.

- Work with the Leighton Linlade School Sports Partnership for the Local learning Community to participate competitively in a wide range of sport to include, football, tag rugby, kwik cricket, quick sticks, gymnastics, sport's hall athletics, Tri golf, Orienteering, athletics, netball and tennis.
- Arrange extra-curricular sports clubs after school and at lunchtime run by trained members of staff or fully qualified sports coaches (active 30:30).
- Arrange a residential trip at an outdoor activity centre for KS2 children at least every other year
- Arrange termly intra- school competitive events.
- Ensure that equipment is available at lunchtime plays so children can be involved in physical activities, including a daily competitive team game (active 30:30).
- Work with the children to set up 'Playground Challenges' so children can work to improve and achieve their personal best e.g. skipping challenges (active 30:30).
- Make children aware of sporting opportunities at clubs in the local community
- Support children who are recognised as gifted and talented at sport so they can develop and extend their abilities.
- Incorporate physical activities and understanding of fitness for health into cross curricular teaching themes.
- Incorporate literacy and numeracy into PE lessons for cross curricular and in classroom lessons, using new initiatives to get children more active, for example BBC Supermovers.
- Allow ICT to be used in school sport as tool to improve technique. This could be in the form of IPADs for videoing and analysing skills or watching correct technique, stop watches to time activities, computers to display results of fitness tests or timed activities linking this to Maths.
- Ensure that all teachers, teaching assistants and coaches receives up to date training to teach the required PE and understand the associated health and safety procedures.
- Involve children in establishing their own rules for safe practises in PE and undertaking risk management.
- To allow Year 4 to become Young Leaders that will be trained by the Leighton Linlade School Sports Partnership and assist with lunch time play and organise and run a Sports Festival for Key Stage 1 and Year 3.
- Recognise Meerkat Learner attributes within PE activities (Motivation, Engaged, Enquiring, Resourceful, Knowledgeable, Alert, Thoughtful) in support of the weekly award scheme within school.

Children in foundation stage are taught PE in accordance with the early years curriculum. Please refer to the EYFS policy.

### **Monitoring and Assessment in PE**

Assessment is based upon teachers' observations of each pupil's....

- Ability to respond to tasks.
- Confidence to explore movement and develop skills.
- Quality of performance.
- Ability to select and apply appropriate skills in both competitive and non-competitive situations
- Ability to evaluate, criticise and improve performance.
- Co-operation and team work when working with a partner or in a group including the six school games values of Determination, Respect, Teamwork, Passion, Self-Belief and Honesty
- Own assessment of their learning during lessons, using Assessment for Learning

Class teachers report on the progress and attainment of children in their annual school report to parents.

### **Equality and Inclusion**

All pupils will be given access to the full PE curriculum no matter what their gender, race, colour, ethnic origin, disability, impairment or any other relevant factor.

Pupils are taught in mixed ability classes, with boys and girls given equal access to all activities.

All pupils who are identified as having Special Needs are integrated into mainstream PE lessons.

Lessons are differentiated to suit the individual needs of each child.

## **Safety in PE**

### Clothing

- Children should wear the clothing appropriate for the activity.
  - Indoor- shorts, t-shirts and plimsolls or bare feet for gymnastics and dance
  - Outdoor- shorts or jogging bottoms, t-shirts, sweat tops. and trainers or plimsolls
  - Swimming- one piece swim suits, swim hat and goggles
- Long hair should be tied back with a plain band and grip. No other hair decoration can be worn
- Jewellery should not be worn. If children do need to wear small stud earrings their participation within the lesson will be modified in order to maintain their safety and the safety of others or tape to be worn on their ears.
- Teachers should wear appropriate clothing and footwear for the activity they are teaching.

### Equipment

- Pupils will be taught how to take out and put away apparatus safely from an early age.
  - benches and gymnastic tables should be carried by at least four pupils
  - mats should be carried by at least two pupils.
- Correct technique and safe procedures will be demonstrated and followed
  - lifting- using a straight back and bent knees
  - carrying- pupils must look in the direction they intend to travel
  - when moving apparatus have an awareness of others around them
- Staff will check the safety of all equipment prior to use.
- Equipment will be placed in a safe position, not too close to walls and with sufficient space for children to move safely between without collisions.

### The Learning Environment

- Risk assessments will be carried out before any activity either in school or off site
- Teachers will ensure that the learning space for PE is free of danger such as furniture and other equipment.
- They will check that the surface is appropriate for playing on, e.g. wet playgrounds, slippery grass.
- They will check that heating lighting and ventilation is appropriate.
- Clear boundaries will be set for the physical activity to take place inside.
- Teachers should place themselves in a suitable position within the environment to observe and intervene appropriately to maintain the safety of those involved.

### Health

- Pupils should learn the importance of safe practice in physical activity to remain healthy:
  - Warm-up
  - Warm-down
  - Landing correctly
  - Working cooperatively
  - Correct posture
  - Skills
- Teacher should provide support when required, e.g. in gymnastics, within the guidelines of the Physical Intervention and Safeguarding Children Policies

### Sports Premium

Schools will be awarded Sports Premium money each year until further notice for Sport, PE and physical activity. The Sports Premium money should be used to;

- develop or add to the PE, physical activity and sport activities that your 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 school must publish details of how the money is spent on PE and sport premium funding by the end of the summer term at the latest. Online reporting must include:

- the amount of premium received
- a full breakdown of how it has been spent
- the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- how the improvements will be sustainable in the future

The report should be based on the 5 indicators below:

- the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

### Emergency Procedures

- If there is an emergency where extra adult help is needed the red/white card system should be used, sending a responsible child.
- Children need to respond to the teacher by standing or sitting still and waiting in silence when an injury is dealt with
- Fire procedures are to be followed as practiced
- When teaching on the field or playground or off-site a teacher should carry a mobile phone
- All accidents and near misses should be reported following school procedures
- An injured child should never be moved
- Teachers must be aware of children with specific health or medical problems and allergies
- Pupils and staff should have easy access to any required medication e.g. Pupils with asthma must have immediate access to their inhalers as required.
- During swimming lessons, poolside staff and the instructor must be informed of any specific medical needs of the pupils taking part.

### The Role of Parents and Adults other than Teachers

- Safer recruitment guidelines will be followed
- Any adult who works with children unsupervised will be required to provide proof of having undergone a DBS investigation
- Students will be supervised by qualified teachers when teaching PE

### **Impact**

We aim for all our children that leave Hockliffe Lower School to:

- Be enthused to take part in a wide variety of sports activities both in and out of school including individual and team sports.
- To demonstrate the values of teamwork, passion, respect, determination, self-belief and honesty.
- Understand the benefits of safe exercise on the body.
- Be confident in managing themselves successfully in a variety of situations.
- Demonstrate positive attitudes towards health, hygiene and fitness
- Be able to evaluate their own performances and work to improve it so they can achieve their personal best.