

All Saints' CE Primary School



Vision

Learning hand in hand together with God.

Values

Hopeful school through honesty, forgiveness and trust
Achieving school through resilience, respect and ambition
Nurturing school through care, compassion and friendships
Developing school through wisdom, faith and fun
Sharing school through kindness, celebration and love

Subject Policy: Physical Education

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Curriculum Intent at All Saints'

At All Saints' Church of England Primary School, our enriched curriculum enables all children to thrive as individuals and deepen their curiosity as global citizens. By learning hand in hand together with God, every child is recognised as a unique learner. We celebrate and welcome diversity within our school family.

Through our school values:

All Saints' is a:

Hopeful school through honesty, forgiveness and trust

Achieving school through resilience, respect and ambition

Nurturing school through care, compassion and friendships

Developing school through wisdom, faith and fun

Sharing school through kindness, celebration and love

...we provide the children with the essential skills and knowledge to be aspirational, successful and resilient learners.

Children leave All Saints' with a strong sense of belonging, with confidence for today and beyond.

Subject Intent

It is our intent at All Saints' to teach children adaptable life skills that will positively impact their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities, developing their holistic skillset. We want to teach children how to cooperate and collaborate with others, as part of a caring team, understanding fairness and equity of play.

How does this subject reflect our Vision and Values?

Our PE programme facilitates achievement in all pupils, through developing, transferable skills.

How does PE look at All Saints'?

Our Physical Education curriculum works as a spiral, developing and building on fundamental skills, which our children progress through each year, from Foundation to Year 6. Through the teaching of these integral skills, we give children the opportunity to access and achieve in a wide range of sports, from dance to dodgeball, in a safe environment. In turn, our children develop resilience and are adept at applying an array of skills in a range of physical contexts.

Aims

- To promote a healthy and fulfilling lifestyle by developing interest and self-motivation to take part in physical activity outside of school.
- To develop a positive attitude towards Physical Education, outlining that varied skills can not only be applied to a range of sports, but also a range of life contexts.



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- To promote both participation and personal best achievement.
- To develop children's self-esteem, confidence and appreciation of safe practice so children can be successful in both independent and group sporting scenarios.
- To foster an environment where Physical Education is seen as an integral aspect of school life.

Foundation

PE is taught twice a week. These sessions focus on our SPIRAL programme (see details below), while the other is specifically linked to child interest and events taking place, with a focus on the Early Learning Goals.

In addition to this, physical activity takes place in non-discrete lessons, both inside and outside of the classroom. During these times, both fine and gross-motor skills are developed, while other subjects, like phonics, can be taught in conjunction with physical activity.

We firmly believe that this approach ensures that pupils can continue to prosper in PE, during Key Stage 1 and beyond.

Key Stage 1 and 2

PE is delivered through two weekly PE lessons on our playground, MUGA or in our hall. In KS1 and KS2, these are taught by the class teacher and by specialist Sports Coaches, using our Sports Premium funding. Our staff work in conjunction with these coaches to develop their own practice and, in turn, deliver high-quality PE lessons for our children. Further details of our Sports Premium Funding can be found on our website ('Key Info' section).

Children participate in a range of activities across the year, receiving a broad, balanced and progressive curriculum, which teaches balance, control, coordination and stamina, building on skills year upon year. Different skills and sports are taught each term and to each year group, while lessons are planned using the SPRIAL PE platform. All PE lessons are designed to deliver vigorous activity, to improve fitness and develop children's fundamental movement skills.

Across school, our children are made aware of the skill (learning objective) at the start of each lesson and understand that these skills can be continuously applied and developed in a range of contexts.

Spiral PE - Spiral PE is a curriculum approach to education that introduces key concepts to students at a young age and covers these repeatedly, with increasing degrees of complexity.

Focus Areas

Key stage 1

The 'Fundamentals of movement' to give children the key building blocks of physical literacy

agility 8

The ability of the body to change direction and stop and start quickly and accurately while maintaining balance. Agility is the movement of the body at speed when it is both balanced and co-ordinated.

balance

Defined as the state in which a body or object can remain reasonably steady and stable. Balance is established when the centre of gravity (CoG) is over the base of support.

co-ordination

The skilful and balanced sequencing of the body and its segments to produce movement of the body and generate force.

Key stage 2

Taking the fundamentals further and developing the social skills and physical literacy elements

cognitive

The role thinking, understanding and decision making play in achieve controlled physical literacy and success in physical activity .

physical

The individual core elements of physicality (e.g strength, speed etc) which are combined to produce results.

manipulation

The ability to manipulate your body and sports equipment to achieve the greatest advantage in physical activities.

Skill Areas

Each of these units are further broken down into 6 key areas of physical literacy. Throughout the school year each child will be taught in these 18 Key Stage specific skill areas, which they will look at least twice (but never in isolation - e.g. it is impossible to carry out a balancing practice without using and reinforcing skills learned in co-ordination drills) so that they build up their bank of transferable skills and become physically literate.

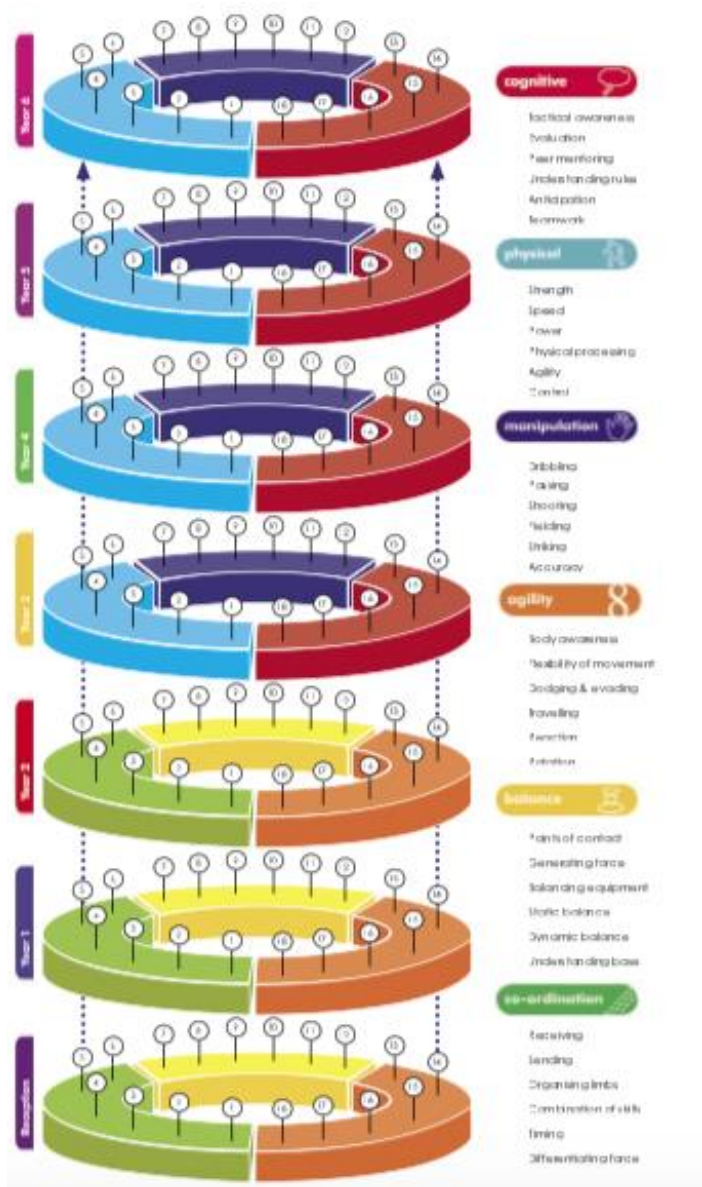
As well as developing within a school year children will build their physical literacy year on year, with a series of tasks and challenge levels that go from introductions to basic skills in Reception to in-game application of skills in year 6.

Key Stage 1 - Fundamentals of Movement

agility 8	balance	co-ordination
Body awareness	Points of contact	Receiving
Flexibility of movement	Generating force through transferring weight	Sending
Dodging & evading	Balancing equipment	Body position
Travelling	Static balance	Combination of skills
Reaction	Dynamic balance	Timing
Rotation	Understanding base and Centre of gravity	Differentiating force

Key Stage 2 - Transferable skills

cognitive	physical	manipulation
Tactical awareness	Strength & Stamina	Dribbling
Evaluation	Speed	Passing
Peer mentoring	Power	Shooting
Understanding of rule	Physical processing	Fielding
Anticipation	Agility	Striking
Teamwork	Control	Accuracy



Spiral Framework

The transferable skills are taught in a spiral curriculum, meaning that we look to embed and contextualise the skills during each academic year. Then, as they move up through school there is a vertical increase in the challenge levels in each of the skill areas.

This is best explained with the following analogy: A child in reception is taught how to balance on one leg.; In year 6 they are taught how and when to apply side steps in a game situation. Each year sees a vertical progression in the end of year expectation between the two points. but within the year, the full range of skills is taught. This is designed to give child a full physical literacy tool kit.

At the end of KS2, all our children should recognise themselves as capable athletes, who have a range of adaptable skills which they can apply in future, both in sporting contexts and those in wider life.



Swimming

Swimming operates as a 'standalone' aspect of PE, taught in years 3 and 4. Children in these year groups rotate through the academic year, gaining the necessary learning coverage, from qualified instructors, in line with the National Curriculum expectations.

How do we ensure all pupils learn PE?

Inclusion in Physical Education means that all children have access to and are given every chance to achieve their personal best, regardless of race, gender and ability. We aim to create a safe environment, where all children learn to respect and value each other. This can be fostered by:

- Mixing groups in terms of gender, age (mixed year groups) and perceived stage of learning.
- Structuring activities so all are fully involved consistently.
- Giving all children the opportunity to share and celebrate their work/achievements.
- Staff being familiar with SEND pupils, how they are best supported, through EHCPs and provision maps, ensuring that they prosper in PE.
- Recognising the dangers of stereotyping, instead celebrating skill in a range of physical activities.
- Being open to extend pupils who show particular proficiency in lessons.
- Varying sports, so lessons remain stimulating, while children adapt their skills to various contexts.

Assessment and Monitoring

Our SPIRAL PE platform provides an online portal with which to assess children across the academic year. At the end of each term, teachers will assess children, generating scores out of 10 for them, relating to their proficiency in each of the skills addressed during that term. There are 19 categories of skill each term, and these are repeated each term. The system is designed to give useful information about where children can progress each term, building on from the last and thus illustrating progress. These scores then feed into end of year assessments, breaking down all the children's developing skills, as well as end-of-year reporting.

As noted, swimming operates independently of SPIRAL. Therefore, during swimming lessons, distances achieved and National Swim Awards passed should be noted, with both LKS2 staff and PE coordinator informed. ASA certificates will then be presented in class.

How does PE at All Saints' reflect the school's local context and include opportunities for cultural capital, enrichment and diversity?

Sport council

Our Sport Council, made up of children from Year 5 and 6, supports opportunities for children of All Saints' to take part in and enjoy a range of sporting activities, promoting physical and emotional wellbeing.



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Extra-curricular opportunities

We aim to provide the children with the opportunity to experience a range of sports. We have a varied programme of extra-curricular sports running throughout the school year, and clubs that can take place before, during and in after school hours. The timetable for these activities is constantly monitored and reviewed in order to provide all the children with a broad range of opportunities.

Through the Ilkley Grammar School Primary Sports League and the Wharfedale Schools links, the children are all given regular opportunities to participate in out-of-school involvement and competition. Children attend weekly training sessions, which are structured in order to progress each week, before competing in tournaments at the end of the series. The age of the children accessing these opportunities changes each half term, as do the sports provided.

Sports Day

All children from Reception to Year 6 will take part in a Sports Day during the Summer Term, in a fun day of camaraderie, resilience and celebration. Moreover, intra-school competitions are organised termly by our Sport Council, who have been elected to promote sport and create events for all our children, across the sporting spectrum.

Sports Star of the week

Sporting achievements are celebrated across school each week. 'Sport Star' certificates are awarded to our pupils for an aspect linked to their PE lessons in the previous week. These are displayed on our Sporting boards, in KS1 and KS2. Moreover, Sporting achievements are featured in the school newsletter and celebrated around school.

Further enrichment opportunities

At All Saints', we recognise the value of engaging with inspiring sporting role-models in order to further inspire our pupils. We aim to do this by providing sporting hero visits and specialised workshops.

Legal Framework and Further Reading

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) National Curriculum in England
- DfE (2021) Statutory Framework for the Early Years Foundation Stage

Long Term Overviews and Curriculum Progression are available on our website:

<https://www.allsaintsilkey.bradford.sch.uk/curriculum-subject-overviews/>



Appendices

PE Kit

Children are expected to wear appropriate PE clothing. The children are taught both indoors and outdoors throughout the changing seasons. Cold weather does not limit our curriculum; indeed we encourage the children to get outside as often as they can.

To avoid compromising time in a busy school day, we ask that children come to school on their PE days dressed in their PE clothing. Accordingly, children should arrive on these days wearing:

- Black or navy shorts or tracksuit bottoms, without standout logos.
- A white t-shirt / polo shirt, without standout logos.
- Sweatshirts (specifically for cold days).
- Properly fitting trainers or plimsolls.

Swimming (LKS2): Swimming costume, as children are not allowed to swim in underwear. Some pools insist on trunks rather than shorts.

Further points:

- Teachers should also wear appropriate clothing for teaching PE.
- Jewellery (except stud earrings) must be removed. Teachers will not take responsibility for looking after jewellery.
- Long hair needs to be tied back safely.
- If children are unable to participate, through illness or injury, they should bring a note or contact the office in good time, prior to the scheduled lesson. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons, including child-protection issues.
- Children not going swimming through illness or injury should stay at school with another class from their phase.
- In all other PE lessons, children not participating should remain with their class, helping in the lesson or taking a book to read.
- At the beginning of each new academic year, parents will be informed of the noted requirements.

Health and Safety

For minor injuries sustained during lessons (non-head bruises or bumps), children should be encouraged to continue where possible but sit and watch if necessary. For small cuts, grazes, or minor head injuries, children should be accompanied to our medical room by an adult or two suitable children, to receive the



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necessary first aid treatment. These incidents should be recorded, with records then passed on to parents/carers.

For serious accidents/injuries - namely head injuries, serious cuts or suspected fractures - the teacher should stay with the children and send an adult or two responsible children to inform the school office. After the incident, the teacher must complete an accident report form, which is available in the medical room. Details of these injuries will be recorded on CPOMS, ensuring that information can be passed on to the necessary parties.

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class, such as asthma, diabetes or epilepsy, so they can participate safely. It should be noted that extreme cold and warm weather are likely to exacerbate potential breathing problems for asthmatics and they should have their inhalers at hand at all times during PE lessons.

Further to the above, our PE equipment and resources are stored around the edge of the hall and in the PE store cupboard, adjacent to the hall. Equipment is routinely checked, while children are consistently reminded of safety risks appropriate to the area in which they are learning. If faulty equipment is found, it should be removed, if possible, and reported to the PE coordinator immediately.

Our PE takes place in different settings throughout the course of the year. Staff teaching PE are aware of and follow risk assessment procedures associated with the grounds they are working in.

Safeguarding

All staff have a responsibility to keep children safe and report signs of physical abuse if seen during or before/after a PE lesson. A form of abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Examples which **may** indicate physical abuse (it is not designed to be used as a checklist):

- Patterns of bruising
- Inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks, Round burn marks, burns and scalds
- Lacerations, wounds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying; Isolation from peers