

The Willows School Academy Trust



Physical Education Policy

Reviewed: October 2024

Next Review: October 2025

Vision & Statement of Intent

'Learning, Achieving, Succeeding'

At the Willows School Academy Trust, we strive to create a culture, which aims to inspire an active generation to enjoy Physical Education, encourage each other and achieve. We provide a safe and supportive environment for children to flourish in a range of different physical activities, which is essential in supporting their physical, emotional, spiritual, social and moral development.

At the Willows, we offer a dynamic, varied and stimulating program of activity to ensure that all children progress physically through an inspirational, unique and fully inclusive Physical Education curriculum. We encourage all children to develop their understanding of the way in which they can use their body, equipment and apparatus safely yet imaginatively to achieve their personal goals. All children have the opportunity to enjoy being physically active, maintain a healthy lifestyle and using the medium of sport, increase their self-esteem. We aspire for children to adopt a positive mind-set and believe that anything can be achieved with determination and resilience.

The aim of Physical Education is to promote physical activity and healthy lifestyles. Children are taught to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. Thus, embedding life-long values such as cooperation, collaboration and equity of play. This policy sets out the framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Implementation

At the Willows School Academy Trust, Physical Education is taught as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. All classes have access to three hours of high-quality PE lessons, Yoga and Dance lessons or Kung Fu lessons every week. We use the PE Hub to support our planning and the key knowledge and skills of each topic are mapped across each year group. This ensures that children develop their knowledge of games, dance and gymnastics, athletics (from KS2) and outdoor adventurous activity progressively.

The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

We teach lessons so that 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

- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement
- enjoy communicating, collaborating and competing with each other
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

More specifically:

KS1

Children develop fundamental movement skills and become increasingly competent and confident by accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

By the end of Key stage 1 it is expected that children will be able to:

- perform, confidently, basic ways of moving from one place to another with good control: for example, running, jumping, rolling, climbing, transferring weight from one body part to another and holding the body still
- perform contrasting movements, including quick and slow, strong and light, wide and narrow, and high and low
- use apparatus to get on/off, under/over and along, and to absorb shock when jumping or moving from apparatuses of various heights
- appreciate and respond to contrasting sounds in music, percussion and words
- propel a variety of objects, including balls of various sizes, quoits, beanbags and hoops
- undertake simple ball skills, for example throw, catch, bounce and kick
- play simple games with others to experience being a member of a team
- become familiar with various forms of apparatus, to set it out and put it away efficiently and safely
- explore the potential for physical activities in the immediate environment ☑ To use movement imaginatively to communicate ideas and feelings
- learn to use space safely, when working alone and with others, showing increasing control over movements.

KS2

Children 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 enjoy communicating, collaborating and competing with each other. They develop an

understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

By the end of Key stage 2 it is expected that children will be able:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [see Curriculum Blocking below for more information], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics
- 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

In relation to swimming, pupils within KS2 will be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations

At the Willows, we are using the PE and Sport Premium to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils to encourage the development of healthy, active lifestyles.

There are 5 Key Indicators which schools should expect to see improvement across as a result of the Sports Premium funding:

- the engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school
- the profile of PE and sport being 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

Please refer to the PE and Sport Premium overview for more information.

The programmes of study

In Physical Education, the Willows Academy Trust follows the PE schemes of work as set out by the PE Hub, which are in accordance with the current National Curriculum guidelines.

At the Willows, lessons are planned to utilise cross-curricular links, as well as the context of the school. The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. An extensive extra-curricular provision also provides further challenge and access to a range of physical activity. All children have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs. As well as securing and building on a range of skills, children develop knowledge of the basic rules of a range of games and activities. They experience positive competition and a string focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active. The PE Hub provides teaching staff with lesson plans for Distanced PE (PE that can take place with minimal use of equipment) that the teachers will use as required over the academic year and in the case of poor weather and PE taking place inside the school building. Each of the lesson plans featured on the PE hub is unique with a wide variety of features, resources, activities & games to ensure high-quality PE teaching and learning.

In PE, as in each subject, there are two main requirements.

- **Knowledge, skills and understanding** (what has to be taught in the subject during the Key Stage).
- **Breadth of study** (the contexts, activities, areas of study and range of experiences through which the knowledge, skills and understanding should be taught).

Knowledge, Skills and Understanding

At the Willows Academy Trust, teaching ensures that, when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

	Key Stage 1 (Year 1 & 2)	Key Stage 2 (Year 3,4,5 &6)
Acquiring and developing skills	Children are taught: <ul style="list-style-type: none"> ▪ to explore basic skills, actions and ideas with increasing understanding ▪ to remember, and repeat, simple skills and actions with increasing control and coordination. 	Children are taught: <ul style="list-style-type: none"> ▪ to consolidate their existing skills and gain new ones ▪ to perform actions and skills with more consistent control and quality.

Selecting and applying skills, tactics and compositional ideas	Children are taught: <ul style="list-style-type: none"> ▪ to explore how to choose and apply skills and actions in sequence and combination ▪ to vary the way they perform skills by using simple tactics and movement phrases ▪ to apply rules and conventions for different activities. 	Children are taught: <ul style="list-style-type: none"> ▪ to plan use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities ▪ to develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness ▪ to apply rules and conventions for different activities.
Evaluating and improving performance	Children are taught: <ul style="list-style-type: none"> ▪ to describe what they have done ▪ to observe, describe and copy what others have done ▪ to use what they have learnt to improve the quality and control of their work. 	Children are taught: <ul style="list-style-type: none"> ▪ to identify what makes a performance effective ▪ to suggest improvements based on this information.
Knowledge and understanding of fitness and health	Children are taught: <ul style="list-style-type: none"> ▪ to understand the importance of being active ▪ to recognise and describe how their bodies feel during different activities. 	Children are taught: <ul style="list-style-type: none"> ▪ to realise how exercise affects the body in the short term ▪ to warm up and prepare appropriately for different activities ▪ to identify why physical activity is good for their health and wellbeing ▪ to understand why wearing appropriate clothing and being hygienic is good for their health and safety.

Breadth of Study

At the Willows Academy Trust, children are taught the knowledge, skills and understanding through dance, games activities, gymnastic activities, athletic activities and outdoor adventurous activities.

Teaching and Learning

All classes have access to three hours of high-quality PE lessons, Yoga and Dance lessons or Kung Fu lessons every week. Each class is timetabled so they can access the hall for PE lessons as required. The playground areas and the field are used to facilitate outdoor activities and games.

Games-Activities

At the Willows Academy Trust, children are taught the skills of a variety of sports. All lessons are planned to follow the key skills within a given sporting activity i.e., football, rugby, tennis.

Pupils are taught to:

- travel with, send and receive a ball and other equipment in different ways
- develop these skills for playing simple net, striking/fielding and invasion type games, including those they have devised, using simple tactics for attacking and defending.
- play and invent small-sided and modified competitive net, striking/fielding and invasion games
- use skills and tactics and apply basic principles suitable for attacking and defending
- work with others to organise and keep the games going

Games Safety

- ensure all equipment is safe
- all equipment should be checked again and put away at the end of the lesson
- when taking games in the playground or on the field, the teacher should ensure that he or she is able to see all the children all of the time
- if playing in the school team against another school, the children should follow the school code of conduct
- when a lesson is taught on the field, there should be a minimum of 2 adults present

Gymnastic Activities Children are taught to:

- perform basic skills in travelling, staying still, finding space and using it safely – both on the floor and when using apparatus
- develop the range of their skills and actions in short-movement phrases
- choose and link skills and actions in short-movement phrases
- create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed
- create and perform fluent sequences on the floor and on apparatus
- include variations in level, speed and direction in their sequences

Gymnastic Safety:

- to avoid injuries, the children should warm up sufficiently before the lesson begins
- the teacher should consider whether the environment is safe and be aware that dangerous situations can arise

- the teacher should be able to see all children in the class (important during apparatus work)
- check if the floor is not wet or slippery
- check if the area is clear of superfluous equipment (tables, chairs, etc)
- ensure the apparatus being used is appropriate for the age of the children and make sure all the fixing points and bolts are secured in the right places
- organise the children into groups of appropriate size for the apparatus being used and make sure that they are aware of how many children can go on each piece of apparatus at one time
- if only one person at a time can use the apparatus, make sure the next child does not start until the previous child has cleared the apparatus and mats, and is standing away from the landing area
- discourage the children from touching each other (except when giving support)
- beware of demonstrating with the most able child, as this could influence other children to attempt a task beyond their capability

Dance Activities Children are taught to:

- use movement imaginatively, responding to stimuli, including music, and to perform basic skills
- change the rhythm, speed, level and direction of their movements
- create and perform dances using simple movement patterns, including those from different times and cultures
- express and communicate ideas and feelings
- create and perform dances using a range of movement patterns, including those from different places and cultures
- respond to a range of stimuli and accompaniments

Dance Safety

Although dance is less dangerous than the other physical activities, teachers should be aware of certain hazards:

- children should only dance in bare feet unless the style is of high impact and foot wear is required for protection
- children should be discouraged from running around in a boisterous manner, as accidents can be caused by children bumping into each other
- all objects in the hall that are surplus to requirements should be moved out of the way

Swimming and Water Safety Activities Children are taught to:

- pace themselves in floating and swimming challenges related to speed, distance and personal survival
- swim unaided for a sustained period of time over a distance of 25m
- use recognised arm and leg actions, lying on their front and back

- use a range recognised strokes and personal survival skills. (E.G. front crawl, back crawl, breaststroke, sculling, floating and surface diving)

Swimming Safety

- children to wear the appropriate clothing (Boys tight swim shorts or trunks. Girls one piece swimming costume)
- all jewellery to be removed
- children to follow the instructions of the swimming teachers
- if the teacher is informed of a pupil not being well enough to go swimming then it is deemed they are not well enough to remain in school and must be sent home and should not be sent to school

Athletic Activities

Children are taught to:

- take part in, and design, challenges and competitions that call for precision, speed, power or stamina
- use running, jumping and throwing skills singly and in combination
- pace themselves in challenges and competitions

Outdoor and Adventurous Activities

Children are taught to:

- take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments
- use a range of orienteering and problem-solving skills
- work with others to meet the challenges

Special Resources

Pupils also have regular access to special resources e.g. soft play areas and outdoor equipment. Class groups regularly use facilities such as local parks (The Four Hills) and Soft Play (Snakes and Ladders) which provide a safe and stimulating setting for exercise. Kung-Fu coaches and Yoga instructors provide additional opportunities for extending the Physical Education curriculum.

Clothing for PE Activities

For any physical activity, children are required to wear either the school's PE kit or their own personal one. They should wear black trainers for all activities, unless the activity is either dance or gymnastics where we encourage the pupils to perform in bare feet if appropriate to the dance being taught. For safety reasons, children are not permitted to wear any form of jewellery, watches or wrist bands. If a child needs to wear a piece of jewellery for medical or religious reasons, it should be removed or covered up during by the child. The adult in charge is not to tape up earrings etc. Pupils who wear glasses are to be removed. Sport safe glasses maybe required in extreme cases. Full PE kit should be named and kept in a named

bag and kept on the child's peg with trainers being kept in school at all times. Every pupil must have a spare pair of socks in their PE bags due to the fact that the majority of PE and Games lessons are taught outside. Pupils in year 5 and 6 require a spare CWC polo shirt for hygiene reasons. At the end of each week all pupils from every year group are to take their PE kits home to be washed and brought back in to school on the following Monday.

Impact

At the Willows, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with specific skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active, which has positive implications on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of exercise. We hope children enjoy PE and develop a love of sport, and physical activity, that they pursue outside of school and in future life outside of primary school. All pupils understand the values and importance of fair play and being a good sportsperson.

Assessment

At the Willows Academy Trust, we use the PE hub assessment builder to assess the progress and attainment of our pupils. All learning objectives link to all PE hub lesson plans, and can be easily differentiated according to each classroom's needs. Learning intentions for PE link to and feed into Target Tracker, the whole school assessment programme. Teaching staff is required to complete pupils' assessment after each lesson.

Links with Other Areas of the Curriculum

As well as making its own contribution to the School Curriculum, PE contributes to the wider aims of Primary education.

Links with Other Areas of the Curriculum

As well as making its own contribution to the School Curriculum, PE contributes to the wider aims of Primary education.

English

With careful planning, PE provides opportunities for children to develop and apply their language skills. They can talk about, and discuss, options open to them; they can describe what they see and explain what they intend to do. They need to use the correct terminology to pass information to others and read diagrams, maps and instructions and to extract information from databases and the Internet, on which they can get involved in sport. The ability to read newspaper articles is important for many children who wish to follow the fortunes of their favourite team.

Mathematic

Opportunities occur for children to apply their mathematical skills when analysing timing of a task, team scores and league tables. Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extend opportunities for shape and pattern. At Key Stage One number work is evident through practical games and warm up tasks.

ICT

To aid the teaching of key skills, peer assessment, analysis of performance, self-evaluation, record of progress and as a stimulus. Various resources are available e.g. Flip Camera, iPads, internet resources, video clips etc.

PSHE and Citizenship

Throughout the Scheme of Work, children have opportunities to work with others, listening to their ideas and treating them with respect. PE encourages co-operation and collaboration with others when children play in teams and groups to achieve a goal together. Children gain an understanding of fair play and fairness through knowing and applying rules and conventions. Children should develop a respect for, and a positive attitude towards, their own health, safety and well-being. They learn to recognise and value physical differences, abilities and aptitudes, and to find ways of accepting and including others.

Religious Education

Through sport, children are taught the values of respect, trust, honesty, friendliness and perseverance.

Healthy Eating

The school recognizes that physical activity is just one element of healthy lifestyles and actively promote healthy eating to help combat child obesity through clubs, lessons and cookery sessions. **Spiritual, Moral and Cultural Development**

The structure of our Physical Education curriculum, and after school clubs expects children to work with all children irrespective of race, sex or ability. This enables the children to gain respect for everyone therefore gaining a better understanding of themselves and others.

Yoga

Yoga has many benefits for children in relation to physical activity and PSHE. It can help a child to improve their balance through many poses and this carries over into many sporting activities such as catching a ball or playing football where a child may need to change the position of their body quickly. By practicing balancing poses the muscles throughout the body that help to build strength and stability in relation to balancing become stronger.

Yoga also helps to build strength, familiar movement and stability in all different places of motion. The body moves in three planes: the sagittal plane (forward, backward, up and down movements), the frontal plane (side-to-side movements), and the transverse plane (rotational movements). Again, this is very beneficial in relation to sporting activities such as

football where children may need to change direction quickly in a sometimes explosive and dynamic fashion. Overall yoga helps children to improve their proprioception which is a person's awareness of how their body moves in space. This carries over into all physical education as well as other physical aspects of life.

Inclusion

At the Willows, we are committed to ensuring that all children participate in Physical Education 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.

- class teachers will ensure that spare PE kits are available for any occasional circumstances where a child does not have their own in school
- lessons will provide good quality experiences that are suitably challenging for all pupils
- children will undertake differentiated activities, but all will be given the same opportunity to achieve their goals through an appropriate range of activities
- for children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils
- for the purposes of competitions/Sports Day, all children will be given the opportunity to participate in the experience

Parents

Parents are encouraged to inform The Willows if they have a certain expertise in a particular sporting area, in this instance, we can involve a parent in the delivery of lessons/clubs or events. Parents are encouraged to attend Sports Day to celebrate and promote physical activity, as well as support their children.

Signed:

Malcolm Shaw

Head Teacher