

Policy Statement for Physical Education



Teaching and Learning

We aim to instil passion for PE and sports across the school to ensure that every child has the opportunity to be the best they can be in not only their PE lessons but in sports and competitions. At Sir Henry Fermor, we put our children's physical health at the heart of all we do and we want our children to leave in year 6 having a wealth of experiences and knowledge of how to stay active and healthy. We believe that physical education, experienced in a safe and supportive environment is paramount to children's physical development and well-being.

Through our high quality, balanced curriculum all children will be physically literate and provide them with the knowledge, skills and motivation necessary to ensure they leave us equipped to leave a healthy and active lifestyle. Our curriculum is carefully mapped out and skills are then built upon year by year. Starting as early as EYFS, learning vital ball skills, to be built upon in KS1 when learning 'sending and receiving' to then KS2 who will focus upon games like football and netball.

At Sir Henry Fermor, we understand the importance of children learning to swim and to understand water safety. We are dedicated in ensuring our children leave us in year 6 swimming 25 metres confidently using a range of different strokes. We are very fortunate to have our own on site swimming pool which we have fully used to our advantage and offer swimming to every year group, even down to EYFS.

Not only does physical education develop children's physical competency but it also gives children opportunities to creative and competitive and face up to different challenges as individuals and teams. We strive to give children plenty of opportunities to take part in inter-school and are aiming to continue improving upon our intra-school events to ensure we are giving all our children an opportunity to reach their full potential regardless of their ability or age. This gives our children opportunities to develop personally and socially by working as a team, taking on different roles and responsibilities and developing the concept of fairness.

The national curriculum for physical education aims to ensure all pupils in KS1 are 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.

The national curriculum for physical education aims to ensure all pupils in KS2 are taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, 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 national curriculum for swimming states:

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should 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.

The Fermor Four in Physical Education

<u>Relevance</u> Students should be able to explain what they have learned in PE and to be able to understand why being active is so important in keeping a healthy lifestyle, not only for their bodies but for their own mental health. Students should be able to understand why swimming is an important skill to develop and how this will impact them in later life. They should understand why building these good habits now will support them in the future.	<u>Engagement</u> Students must be ready to listen and learn in lessons, particularly where they are in an open space like the playground or hall. They can show they are listening and engaged by supporting the teacher when modelling and learning activities for their lessons. Students should feel empowered to bring their knowledge from previous lessons or clubs to support their PE lessons.
<u>Questioning</u> Plenty of questioning should be evident from the teacher to enable students to understand 'why'. For example: why do we count in 8s when dancing? Students should also be asking questions throughout their lessons, particularly when they can apply their own knowledge if they attend extra-curricular clubs.	<u>Articulate</u> Students should be able to confidently explain what they are doing during their PE lessons and how this will support them in a variety of sports – particularly as the term progresses. They should be able to apply their skills and knowledge from competitions and clubs to help explain themselves further. Students should not only be able to articulate to other adults but also to each other when working in teams.

Approaches and Methods

We provide challenging and enjoyable learning through a range of sporting activities including: invasion games, net and wall games, striking and fielding games, gymnastics, dance, outdoor and adventure and swimming. Following the Get Set 4 PE scheme, PE lessons are taught sequentially through a warm up and introduction involving stretches and team games like 'tag' or 'follow the leader', a skills development section which will be the bulk of the lesson where the skills being taught that session will be explained and built upon along with questioning and diagrams to support, then finally a plenary to give children an opportunity to 'cool down'. Having these three sequenced steps enable children to progress through the PE lesson like you would doing any type of physical activity and giving them the understanding as to why it is planned in this way. The plenary also allows time for further questioning and recapping any vital knowledge from the lesson.

Our swimming lessons follow a similar pattern, with time at the start and end for a warm up and cool down and then a chunk of time dedicated to building upon confidence in the water and learning different strokes.

EYFS – 1 PE lesson a week – 1 hour long. 1 swimming lesson a week – between 20-30 minutes long.

KS1 – 1 PE lesson a week – 1 hour long. 1 swimming lesson a week, every other term – between 20-30 minutes long.

KS2 – 1 PE lesson a week – 1 hour long. 1 swimming lesson a week – between 20-30 minutes long.

Cross Curricular Links

Certain themes of physical education support the wider curriculum and provide cross curricular opportunities. PE contributes to the development of:

English through speaking and listening by encouraging children to:

- Follow instructions
- Understand and respond to instructions
- Understand the task and terminology
- Act on advice given

- Learn from others
- Exchange ideas, tactics and peer evaluation

RHE:

- Children are taught the benefit of exercise, healthy eating and how to make informed choices about their lifestyle.
- To work cooperatively across a range of activities and experiences.
- Learning to respect other people's points of views and other's abilities.

Maths:

- Counting, measuring and timing.
- The use of mathematical terminology – shapes, space and position.

Health & Safety

A safe environment is essential when teaching physical education and children must be aware of safety procedures when in their PE lessons.

When teaching children outdoors, weather must be taken into account and whether or not the ground is safe to run and play on. If equipment is being used, for example, netball hoops, these must be set up properly by an adult prior to the lesson.

When teaching children indoors, ensure there is enough space for the activity required and adjust if necessary, particularly for those activities that were originally set up to be outside and have had to come in. If moving ball games inside, make sure soft balls are used as the space is smaller and there is a greater likelihood of children getting hit by a ball. When using the gym apparatus, please make sure it has been set up properly having followed the instructions from previous training. Mats need to be set up accordingly in the hall and suitable supervision on certain elements is required. Children must be briefed on expectations when using the gymnastics equipment and have to be barefoot (no tights) when dancing or completing a gymnastics lesson.

Earrings must be covered with masking tape or taken out for PE lessons. Class first aid bags should go out with the teacher of the lesson containing all suitable first aid equipment and any medication for the children in your class.

Clothing has to be appropriate for the weather. In cold weather, children must wear clothing that allows free movement (not large coats). In hot weather, sun hats and sun cream must be worn. Children need to be encouraged to take their water bottles with them to all PE lessons to continue promoting a healthy lifestyle.

Inclusion

Every child at Sir Henry Fermor has equal access to physical education. Learning experiences are differentiated to meet specific needs of individuals or groups of children, where required. 1:1 support is available during PE lessons for those children that have them. Visuals are encouraged to support learners and our Get Set 4 PE has plenty of videos and diagrams within to support learners. A range of equipment is used to support PE lessons and all children are given the same opportunities in PE lessons, competitions and swimming lessons.