

Bricknell Primary School



Physical Education Policy



PE Policy

Subject Co-ordinator: Nicola Healeas



Physical Education Curriculum Intent

Physical Education holds a vital place in education and in society as well as being one of the great civilising subjects in the curriculum. Our aim is to develop the confidence and competence of each child in the PE curriculum. Our Physical Education programmes enable all children to succeed and excel in competitive sport and other physically demanding activities. It ensures opportunities to develop fundamental movement skills for pupils to become physically literate which supports their health, fitness and athletic development

At Bricknell, we follow the Physical Foundations scheme, alongside this our highly skilled subject leader has carefully worked to create a Progressive Skills Document where objectives for each year group are progressively mapped out to ensure our pupils are given the acquired skills and knowledge the further their education journey into KS3.

Our aim is to provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital they need to make aspirational choices about their own futures, overcoming any barriers. In order to achieve this, our curriculum is underpinned by the principles highlighted in our Aspiration Curriculum.



Within the Physical Education Progressive Skills Document, our progressive objectives identify what pupils should know by the end of each year group and link to prior learning. These enable teachers to identify and plug gaps in pupil's knowledge and skills. Within physical Education, pupils will develop a deep understanding of key concepts and second order concepts. These key concepts have been carefully considered and identified as the core knowledge and skills, required to successfully achieve in PE. The Key concepts are revisited and developed as the pupils move through the school to ensure the knowledge and skills are firmly embedded within the long-term memory. These key concepts compliment work carried out across the school in line with the Aspiration Curriculum. The expectation is that, by the end of Primary School, children will know and understand these key concepts and to give them a solid foundation to enter the physical Education curriculum at KS3.

In addition to first order concepts, the subject leader has identified subject specific second order concepts. These can be used across all aspects of a subject to organise the substantive knowledge and skills taught.

Key concepts:

As pupils progress through each unit of work, the following five key concepts will be explored and revisited to develop pupils' knowledge, skills and competence in physical education:

1. **Competence:** The selection and application of skills, tactics and compositional ideas. The readiness of body and mind to cope with physical activity.
 - **Movement (self):** travelling, rolling balancing, sliding, jogging, running, jumping, dodging, spinning, skipping
 - **Movement (object control):** bouncing, throwing, catching, kicking, striking
 - **Balance:** control, stability
 - **Agility:** changing and controlling direction and position
 - **Coordination:** using senses together, dribbling, hand-eye co-ordination, completing movements in dance
 - **Speed:** moving body or parts of body at controlled pace
 - **Tactics:** strategy, plans
 - **Attacking and defending:** 5 principles (width in attack, width in defence, depth in attack, depth in defence, delay in defence)
2. **Performance:** Using physical competence and knowledge to gain a better understanding of physical activity.
 - **Technique:** Skill, ability, capability, proficiency, expertise, style
 - **Performance:** conduct, accomplishment, achievement, completion, fulfilment, implementation, execution, presenting, improving, refining
 - **Spatial awareness:** awareness, understanding of self and objects within a space, changes in position
 - **Physical literacy:** performing with confidence, performing actions accurately
 - **Rules:** regulation, directions, commands, guidelines, safety, referee, decision making
3. **Creativity:** Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.
 - **Applying tactics:** strategy, games, planning, sequencing, creating
 - **Competition:** rivalry, contesting, opposition, match, game, round, heat, event
 - **Co-operation:** collaboration, working together, combined effort, teamwork, partnership, coordination
 - **Communication:** instructions, discussion, interaction, encouragement, clarity

4. **Healthy, active lifestyles:** Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
- **Safety:** Ourselves, others, dangers, risks, long term effects of exercise, keeping healthy, rescue, confidence, limitations, rules
 - **Health and fitness:** mental, physical and social well-being, types of exercise (aerobic, circuit, yoga/Pilates)
5. **Evaluation and analysis:** Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
- **Evaluation:** assessment, appraisal, judgement, analysis, improving
 - **Determination:** self-improvement, resilience, personal best

Second order concepts:

These can be used across all aspects of a subject to organise the substantive knowledge taught.

- **Teamwork** (Communication and the understanding of the strengths of others)
- **Respect** (Respect for inclusion, diversity and the rules of the game)
- **Self-discipline** (regulate own emotions)
- **Participation** (Confidence and a positive mental attitude towards partaking within a range of physical activities)

By the end of EYFS, pupils will:

- Demonstrate strength, balance and coordination when playing
- Negotiate space and obstacles safely, with consideration for themselves and others
- Confidently and safely use a range of large & small apparatus
- Talk about the different factors that support their overall health and wellbeing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

By the end of Key Stage 1, pupils will:

- master basic movements including running, jumping, throwing and catching
- develop balance, agility and co-ordination
- apply these movements to a range of activities
- participate in team games, developing simple tactics for attacking and defending
- be able to perform dances using simple movement patterns

By the end of Key Stage 2: pupils will:

- use running, jumping, throwing and catching in isolation and in combination
- be able to play competitive games such as 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 through athletics and gymnastics
- take part in outdoor adventurous activity challenges both individually and within a team
- be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best

Any child working below their age-related expectation, will receive a tailored curriculum with personalised objectives taken from the Curriculum Assessment Toolkit. This will enable all children to build the skills and knowledge needed to bridge the gap between themselves and their peers enabling them to reach their full potential.

Implementation

At Bricknell Primary School, our curriculum is carefully mapped out into a Long-Term Plan by our highly skilled subject coordinator. This enables links between subjects to be identified and carefully planned for to support pupil's retention of knowledge and skills.

Children will participate in 2 hours of Physical Education per week, accessing a variety of sports. Throughout the teaching of PE, from Foundation 1 to the end of Year 6, progression skills such as movement, performance and competence ensure a balanced range of skills across a broad range of sports.

Lesson objectives are clear and sequenced so that outcomes are secure and meaningful. In PE children do not learn objectives in isolation but continue to embed these through carefully planned application of skills in pair and group work throughout the year which has a direct impact on teamwork and evaluating their own progress and others.

Through the PE curriculum, pupils will develop their knowledge and skills through the following **domains of knowledge**

- **Athletics** (running, jumping, throwing, catching)
- **Dance and movement** (movement, sequences, communicating ideas, rhythm, performance)
- **Gymnastics** (balance, shape, travelling, sequences, flexibility, strength, control)
- **Team Games** (competitive games, attacking and defending, passing, fielding, dribbling, shooting)
- **Outdoor Adventurous Activities** (orientation, problem solving, navigation, maps, compasses, teamwork, communication)
- **Swimming** (water safety, different strokes, confidence)

They will also develop knowledge, skills and confidence in:

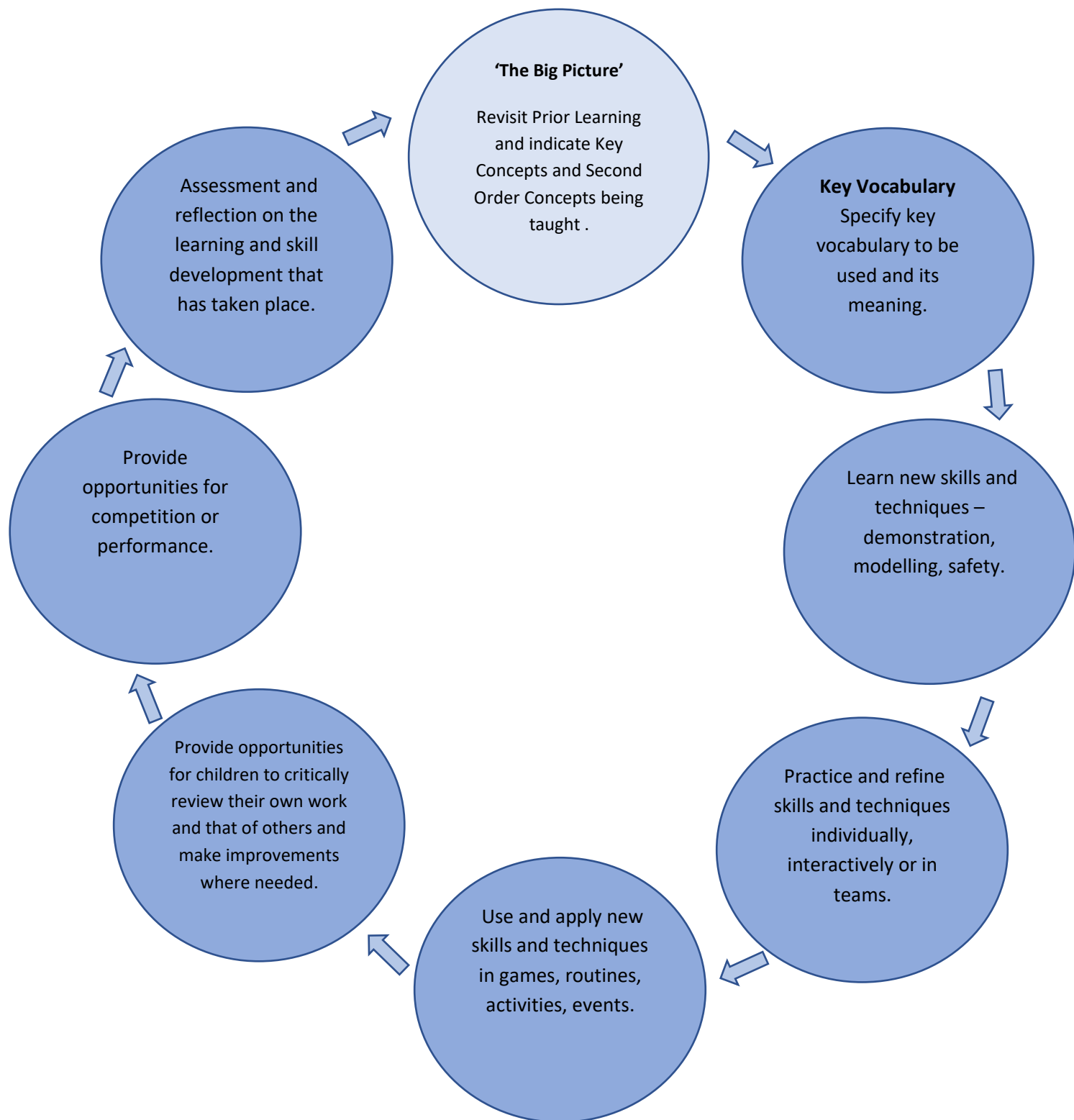
- **Leadership** (communication, tactics, refereeing, explaining rules, coaching)
- **Evaluation** (reflecting, analysing, improving, communicating)
- **Responsibility** (Being fit and active, leading a healthy lifestyle)

At Bricknell, all Physical Education lessons will follow the same teaching sequence outlined below.



Additional to weekly PE lessons, a wide range of extra-curricular clubs and activities are offered to pupils of both Key stages. We further intend to provide the children with the opportunity to develop these fundamental skills into competitive sporting situations.

At Bricknell, a typical teaching sequence in PE is designed to teach new skills, practise and refine these and give children the opportunity to use and apply them, this is outlined below:



In light of Covid 19 and Bricknell's Recovery Curriculum, subject leaders have identified key concepts across the curriculum which need to be prioritised in each year group to ensure that pupils have the knowledge required to access their next progressive steps in their education and enable them to access the National Curriculum.

Impact

A wide range of strategies are used to measure the impact of our Physical Education curriculum. Our teaching sequence allows children to respond to self and peer appreciation and evaluation and to assess how they feel they achieved in each session.

The impact of learning is measured through observations which demonstrate what has been understood and through self and peer evaluation activities which demonstrate the progression of knowledge, skills and understanding. Where learning is not secure, additional learning takes place to address this.

Formative Assessments are carried out by teachers and coaching staff after each lesson which will allow them to inform future planning. Additionally, summative assessments are carried out each half term by using an internal assessment tool. As a result of these assessment tools, pupil's misconceptions or gaps in subject knowledge, skills, behaviours and attitudes are addressed and additional teaching and support is provided.

Our Subject Leader will also monitor the effectiveness of the PE curriculum through carrying out regular subject 360 evaluations. These evaluations are quality assured by the Curriculum Lead, Senior Leadership and Governors.

The effectiveness of Physical Education is also monitored through pupil and parental voice throughout the course of the year.

Extra-curricular

In line with curriculum intent, a wide range of extra-curricular clubs and activities are offered to pupils of both Key stages. These clubs have been chosen in line with children's opinions and interests following a pupil voice survey.

Cross curricular connections.

PE should also be used as a stimulus for science, maths, oral communication and wherever else it is appropriate.

Equality

Children should not be discriminated against in terms of gender, race, religion or disability. All children should have the opportunity to participate fully in PE lessons and activities and reasonable adjustments will be made to ensure this. As part of The National Curriculum, children will study PE and have opportunities to become physically confident in ways which support their health and fitness and take part in lesson which will provide opportunities to build character and help embed values such as fairness and respect.

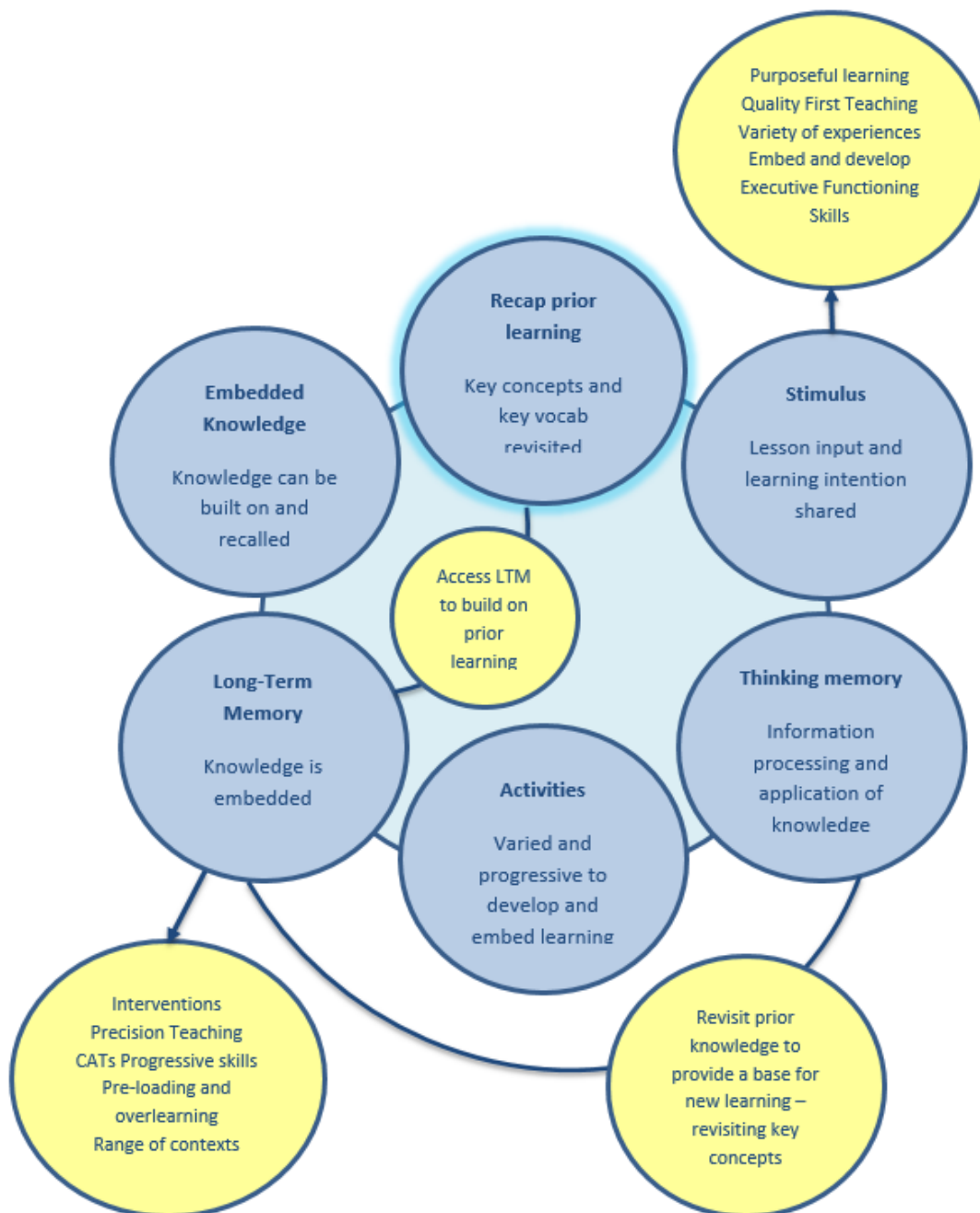
SEND

At Bricknell, we have a high SEND population and our pupils are fully immersed into the broad and balanced curriculum. However, we tailor the curriculum to meet the individual needs of SEND pupils. Where a child's need prevents them from accessing the Age-Related Expectations for subjects, planning is tailored to meet the individual needs of all pupils using the CATs document. This document breaks down each objective across the curriculum to enable all pupils to achieve success at an appropriate level for their needs. This ranges from P4 to Year 6 to ensure that there is no ceiling on any child's learning. In addition to this, some pupils are given the opportunity to take part in an AQA life skills programme. This programme consists of a sequence of skills that children work towards and develop their independence. This programme has been developed by the external agency IPASS and is tailored to meet the individual needs of our pupils. Each skill, when mastered, is rewarded with a qualification and certificate. Prior to the children starting this at the age of seven, pupils take part in the CATs PE scheme of work which was developed alongside a local special school. This programme aims to plug gaps and remove barriers to learning.

Metacognition

Metacognition relates to thinking about thinking. It is a mechanism to enhance student learning, both for immediate outcomes and for helping students to understand their own learning processes. Metacognitive strategies are embedded into all areas of our curriculum and opportunities are planned to develop these skills over time. These skills include self-questioning, meditation, reflection, developing an awareness of strengths and weaknesses and an awareness of personal learning styles. Developing this metacognitive understanding is a skill for life. When learners “think about their thinking” they are more capable of independent self-improvement. At Bricknell, metacognitive strategies are learned, practiced and made into habits in order to improve learning, self-understanding and thinking skills impacting both the present and future.

Our metacognition and working memory model is shown below:



All staff have had extensive CPD, in collaboration with the Educational Psychologist, to support their understanding of child development and metacognition strategies to enable them to develop the knowledge and skills required to enable children to learn progressively over time.

Evaluation

In evaluating the effectiveness of our PE teaching, we should be aware of the following:

- Do we ensure the teaching of PE provides children with the opportunity to become physically confident?
- Do we provide pupils with ideas of how to lead healthy, active lifestyles?
- Does equipment in school relate to resources required for lessons taught?
- Are staff confident in the planning and delivery of PE?
- Are all children engaged fully in PE lessons?
- Is the correct school PE kit worn by all pupils?
- Are children provided with extra-curricular activities that are relevant to their interests?

Resources

All year groups have access to adequate resources required for each PE lesson according to planning. PE resources cupboards are provided for both Key Stages. A scheme of work is available to all staff via the internet, with the inclusion of videos, to allow them to deliver a consistent PE curriculum.

Staff CPD

At Bricknell Primary School, invest heavily in CPD to ensure all staff feel empowered to deliver lessons, across all curriculum subjects, and have the ability to embed and assess the metacognition strengths of all pupils.