

# 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 utilise the Physical Foundations scheme, alongside this our highly skilled subject leader has carefully worked to create a Curriculum Overview 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 Curriculum Overview 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:

Pupils will develop the knowledge and skills needed to excel in a broad range of physical activities, including regular engagement in competitive sports and activities. Alongside this, PE lessons will ensure pupils are physically active for sustained periods of times and develop their understanding of how to live healthy, active lives.

Through different units of work we develop:

- **Motor confidence:** developing and refining the movements needed for different activities, including flexible knowledge (throwing, running) which can be applied across different activities
- **Rules, strategies and tactics:** these apply to specific sports and games but also flexible knowledge eg: the need for tactics and strategy
- **Healthy participation:** the positive contribution that regular physical activity can make to physical and mental health and how to participate safely eg: warm ups

Through each of the key concepts, pupils will build an increasing level of competence, to allow them to select and apply skills including tactics and compositional ideas. They will develop their abilities in performance by using their knowledge of motor confidence. They will develop their creativity by exploring and experimenting with techniques and tactics and learn how to evaluate and analyse games and performances.

#### Athletics



Pupils will develop increasing competence in the techniques of running, jumping, throwing and catching.

#### Dance & movement



Pupils will learn how to move in different ways and use this to develop sequences. They will become increasingly skilled in communicating ideas through dance and movement, respond to rhythm and apply their learning to performance.

#### Gymnastics



Pupils will learn and practice skills relating to balance, shape, travelling, flexibility, strength and control. They will gain the knowledge of different gymnastic moves and use these to create sequences with increasing competence and complexity.

#### Team games



Pupils will develop and apply a range of skills including passing, fielding, dribbling, shooting, attacking and defending in a variety of team games, including competitive games. They will take part in striking and fielding games such as cricket and rounders, invasion games such as football, netball and hockey, and net & wall games such as tennis, badminton and table tennis).

#### Outdoor adventurous



Pupils will learn the importance of teamwork and communication when solving outdoor adventurous problems involving orientation, navigation, maps and compasses.

#### Swimming



Pupils will develop an understanding of water safety, learn different strokes for swimming and increase their confidence in water. They will learn to swim competently and proficiently over a distance of 25 metres.

They will also develop knowledge, skills and confidence in:

- **Leadership** (communication, tactics, refereeing, explaining rules, coaching)
- **Evaluation** (reflecting, analysing, improving, communicating)

## Second Order Concepts:

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of 'similarity and difference' early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to Physical Education are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
PE			Tactics, strategy, planning ahead		Following rules, being safe, keeping fit and healthy	Communicating with others, making decisions, presenting	

### **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.

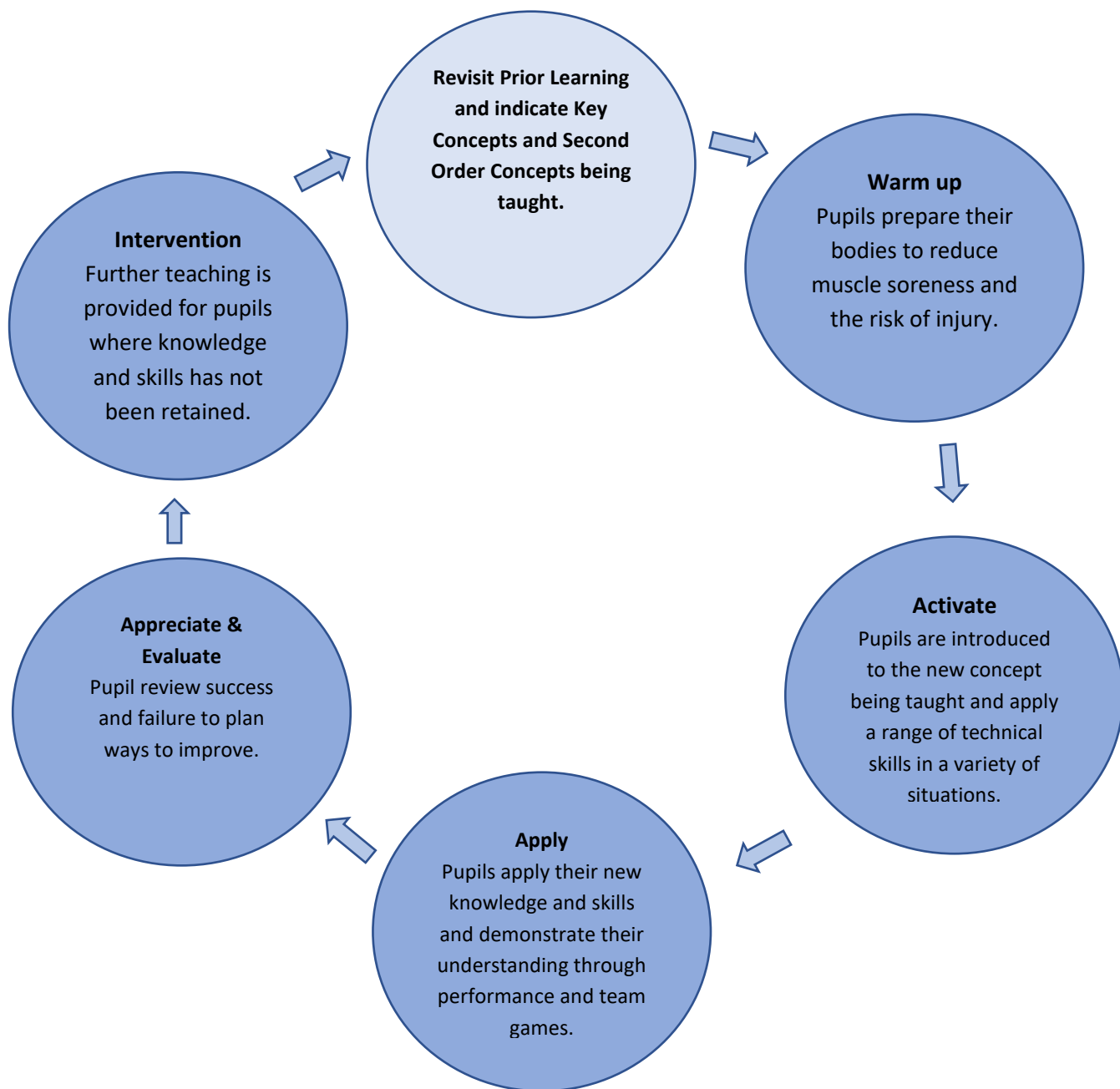
## **Implementation**

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.

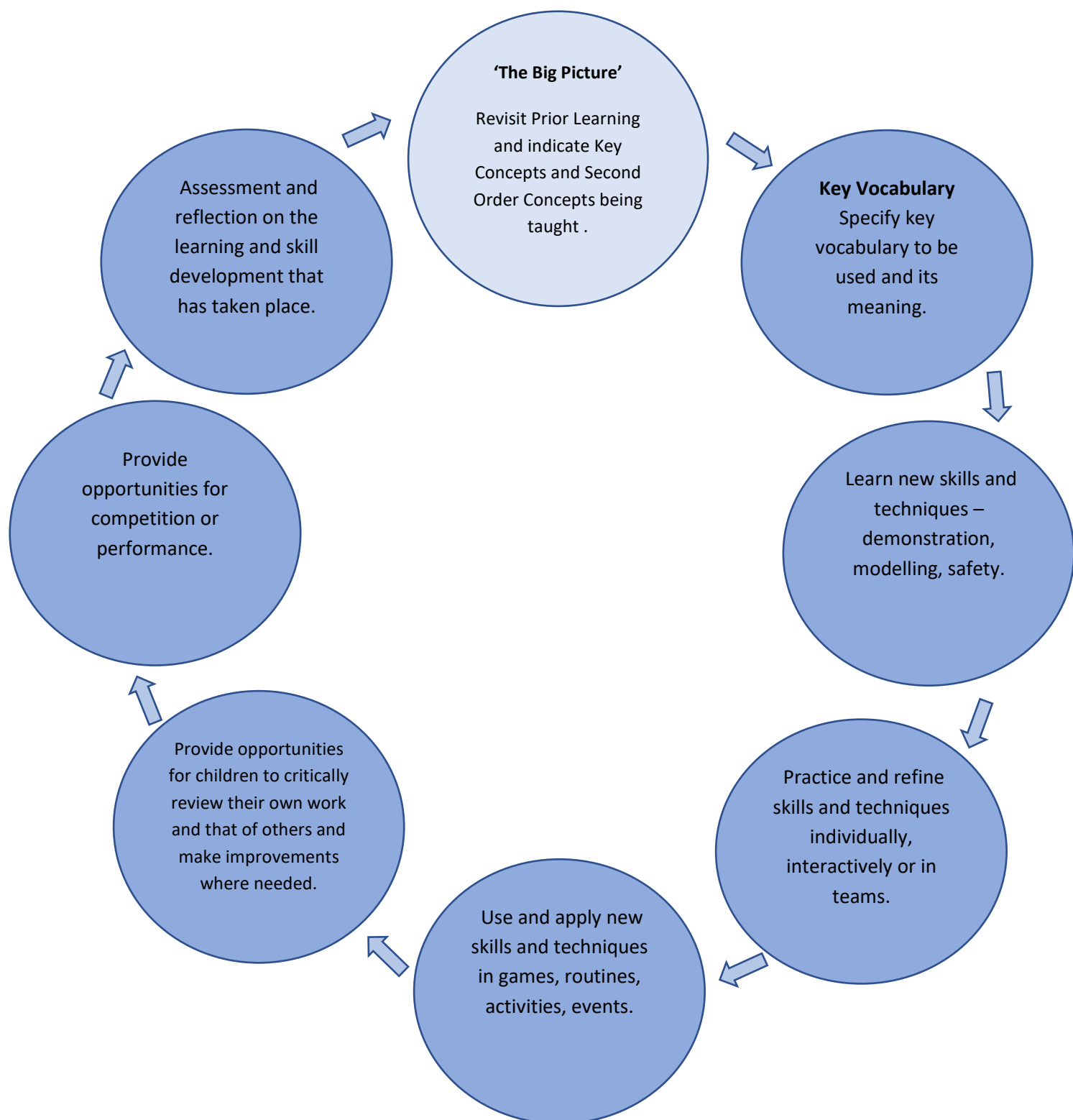
Lesson objectives are clear and sequenced so that outcomes are secure and meaningful. In PE children do not learn objectives in isolation but continue to embed these through carefully planned application of skills in pair and group work throughout the year which has a direct impact on teamwork and evaluating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

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.



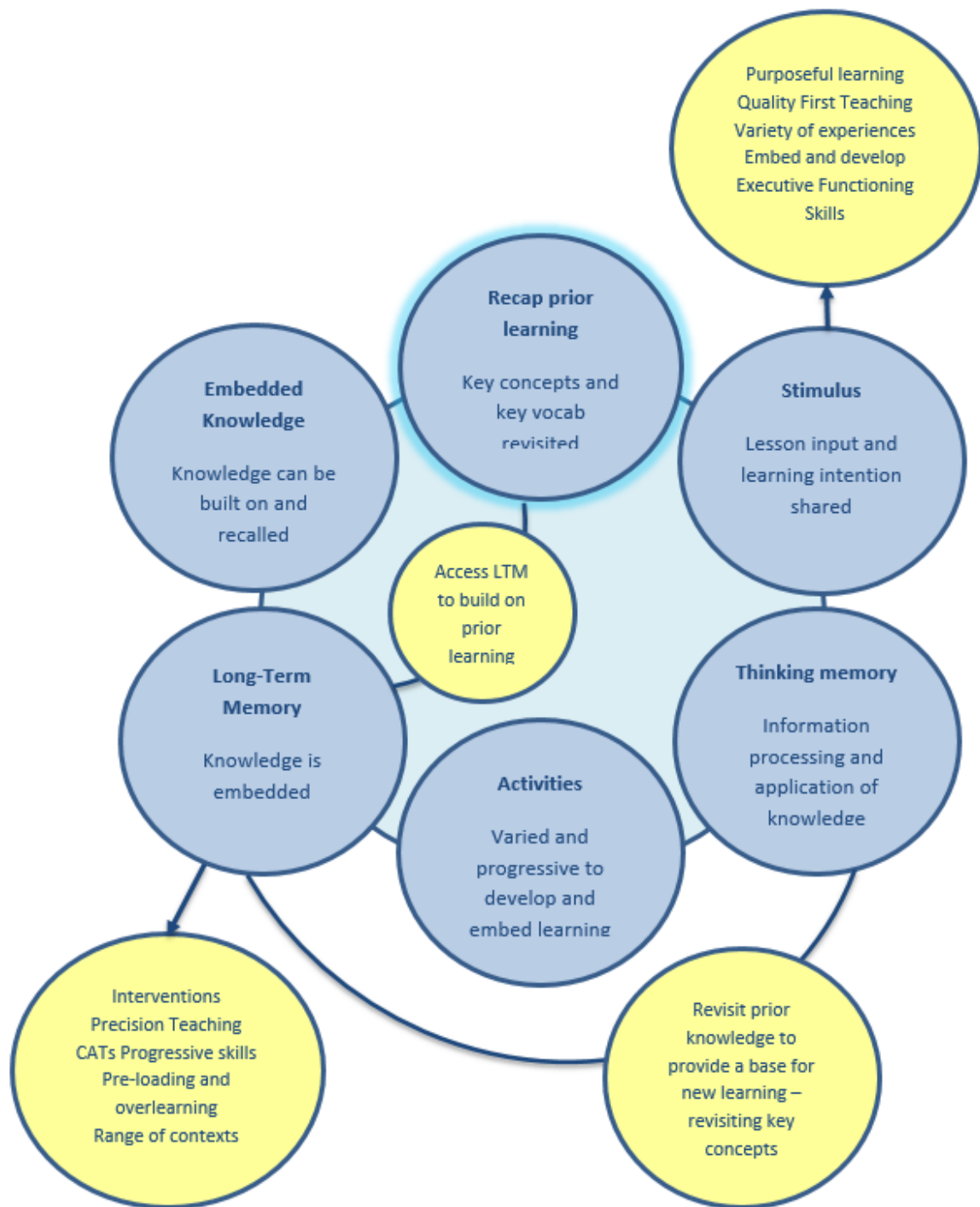
## **SEND**

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.