



Manor Primary School PE Policy

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PE Policy

Our School Vision

Vision

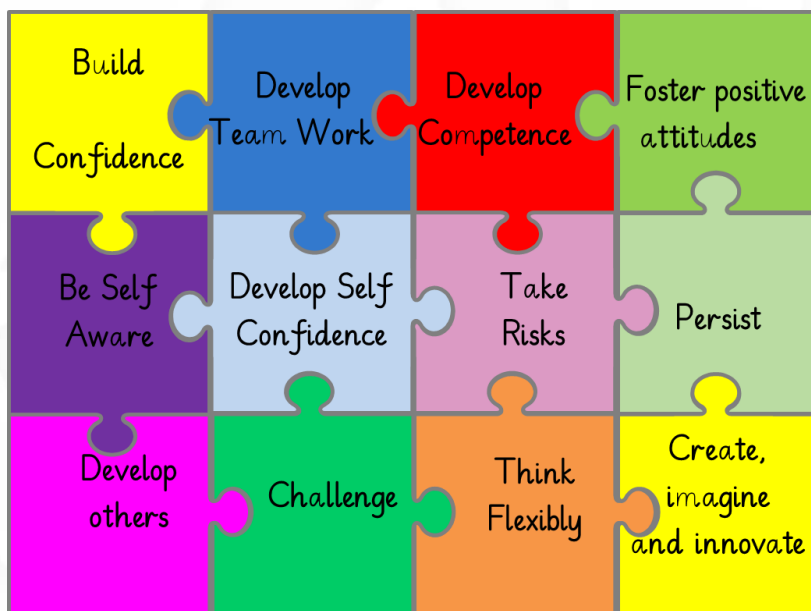
Our vision is to create extraordinary learning, for all of our children to be proud of their achievements, develop resilience and grow as learners so that they can discover their place in the world, where their possibilities are endless!



Curriculum Intent

At Manor Primary School our Physical Education curriculum develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, a range of games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. At Manor physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

Our PE curriculum is designed to allow each pupil to:



Exceptionality

Collaboration

Integrity

Respect

Our Curriculum Design

In our PE curriculum, we ensure that **substantive and procedural knowledge** within the three pillars of progress, motor competence, rules, strategies and tactics and healthy participation, are built upon year on year.

Substantive Knowledge – consists of facts, rules and principles and the relationships between them. It can be described as 'knowing that, knowing what'. Substantive knowledge in PE is the factual knowledge concerning movement, rules, tactics, strategies, health and participation. This knowledge is not a list of disconnected facts; it is explicitly linked to the content being taught and can be communicated through verbal or written means.

Procedural Knowledge – is knowledge of methods or processes that can be performed. It can be described as 'knowing how'.

Pupils make progress in PE by knowing and remembering more about and, importantly, across each of these categories, and being able to apply this knowledge. However, these pillars do not sit separately from each other. Knowledge from each pillar complements the others and some subject content only exists at the interaction between these 3 pillars

Key Concepts:

- **Athletics** – running, jumping, throwing, catching
- **Dance and movement** – movement, sequences, communicating ideas, rhythm, performance
- **Gymnastics** – balance, shape, travelling, sequences, flexibility, strength, control
- **Outdoor Adventurous Activities** – orientation, problem solving, navigation, maps, compasses, teamwork, communication
- **Team Games** – competitive games, attacking and defending, passing, fielding, dribbling, shooting
- **Swimming** – water safety, different strokes, confidence
- **Leadership** – communication, tactics, refereeing, explaining rules, coaching
- **Evaluation** – reflecting, analysing, improving, communicating

Second Order Concepts:

- **Competence** – Movement (self), Movement (object control), Balance, Agility, Speed, Tactics, Attacking and defending
- **Performance:** – Technique, Performance, Spatial awareness, Physical literacy, Rules
- **Creativity:** – Applying tactics, Competition, Co-operation, Communication
- **Healthy, active lifestyles** – Safety, Health and fitness
- **Evaluation and analysis:** Evaluation, Determination

Curriculum Implementation

At Manor Primary School we are not only committed to meeting the requirements of the primary National Curriculum, but going above them. We aim to give children the opportunity to succeed in each of the three strands within PE.

1. Physical Activity
2. School Sport
3. Physical Education

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage, ensuring our children experience sequenced opportunities to develop and build on their skills and knowledge across a range of physical activities. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the national scheme, give details of each unit of learning for each term. These plans define what we teach and ensure an appropriate balance and distribution of learning across each term. The subject leader keeps and reviews these plans.

Daily plans are used for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school and become more physically literate.

We use a variety of teaching and learning styles in PE lessons across the school. Our principal aim is to develop the children's knowledge, skills and understanding in fundamental core skills and we do this through a mixture of whole-class teaching and individual/group activities. Leaders of PE lessons will draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other; using and accessing a range of different PE resources. In addition to class teachers delivering lessons, a range of skilled professionals will teach and support the children at Manor in their PE lessons. Sports coaches from Soccer 2000 deliver games and gymnastics units across the school from reception to year 6 and a professional dance instructor delivers dance for KS2. Gymnastics and dance lessons deliver broad and balanced learning opportunities which follow the medium term planning.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability and age of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing challenge, where not all children complete all tasks, e.g. the high jump;
- grouping children by ability and setting differentiated tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

Our curriculum promotes British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

★ Extra-curricular activities: The school provides a broad range of PE-related activities for children at the end of the school day and at lunchtime. These encourages children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Organisation and Planning

In Early Years, we encourage the physical development of our children in nursery and reception classes, as an integral part of their work. Our curriculum aligns with the 2020 Development Matters and the Early Learning Goals to develop pre-requisite skills for PE within the National Curriculum, for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Thus, engaging and enhancing Personal, Social and Emotional Development, Physical Development and Expressing Arts and Design.

In Key Stage 1, children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and others) and co-operative physical activities, in a range of increasingly challenging situations

Key stage 1 children should 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. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

In Key Stage 2, children should continue to implement 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 should enjoy communicating, collaborating and competing with each other.

They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success

Key stage 2 children should 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 should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. The school uses a range of specialist staff to deliver some of our P.E units of work such as sports coaches and dancers

* Our Children's Charter

Our children are entitled to a world class curriculum which enables them 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
- 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

Inclusion

- * At Manor Primary School we teach geography to all children, according to their relative starting points. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities and those with special gifts and talents, and we take all reasonable adjustments to achieve this.

Curriculum Impact

At Manor Primary School, through our rich and broad PE curriculum we are enabling children to gain the knowledge, skills and understanding they need to apply to their PE learning and development. Each of our children is individual and unique and each has a potential that we need to unlock. Our school motto is 'Find your wings and fly' and through our curriculum we enable this to happen.

Exceptionality

Collaboration

Integrity

Respect

Our curriculum design will lead to outstanding progress for all pupils, regardless of their starting points, over time. Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the highest quality.

We will ensure that the curriculum is regularly monitored and reviewed. Senior leaders, middle leaders, subject leaders and our children will review individual subjects. The learning and outcomes will be monitored and feedback will be given around what is going well and what are the ways to grow.

Our assessment system of building blocks will be used by the children and staff to reflect on the progress that is being made over time. Senior Leaders will evaluate progress that has been made and the impact of the curriculum to ensure all pupils, including the most disadvantaged and pupils with SEND have been given the knowledge and cultural capital they need to succeed in life. Members of staff, who lead the PE Lesson, will assess children's work by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons and the children's individual building blocks. At the end of a unit of work, teachers make a judgement of attainment against the National Curriculum age related expectations. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year

From years 1-6 assessment opportunities have been put in place to assess the skill level of children of core skills. These core skills are the fundamentals in co-ordination, balance and agility and support the planning and delivery of individuals with a range of different games, dance and gymnastic learning opportunities. Teachers and sports coaches support the children in taking ownership of their learning in PE by encouraging them to assess where they feel they are and how they can improve further. This is recorded in a tracking system, which moves with the child throughout school. Through each unit teachers/sports coaches can build on these fundamentals in order for children to make rapid progress across a lesson and over time.

The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the age related expectations are for each year group across the school.

- * The quality of education will be evaluated to ensure that it enables children to achieve the highest standards and supports them in being confident, resilient, self-motivated independent learners with the skills to be a lifelong learner.

Links to other Policies

- Teaching and Learning Policy
- Feedback and Marking Policy
- Assessment policy
- SEND policy
- Equality information Policy

Review

This policy will be reviewed annually by staff and governors

The Governors may however review the policy earlier than this if Government introduce new regulations or if the Governing Body receive recommendations about how the policy may be improved.

