



Physical Education, School Sport and Physical Activity (PESSPA) Policy

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Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their physical and mental health, wellbeing and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Statutory Requirements

- The national curriculum for physical education aims to ensure that all pupils:
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Entitlement

All pupils should be given the opportunity to experience a range of PESSPA activities in a supportive, stimulating, safe environment. The school has a commitment to work towards provision of two hours PESSPA per week for every child in line with the Government targets.

Within Reception class physical development will be accessed through both continuous provision and focused teaching and learning.

Pupils should have access to all of the relevant programmes of study of the National Curriculum as well as experience of the principles of establishing and maintaining a healthy lifestyle. Pupils should have sufficient time available to reinforce good practice and talents for further, future, personal participation.

Whenever possible, pupils should have access to a range of sporting and recreational activity beyond the curriculum and in the wider community.

EYFS

Within EYFS Curriculum (revised 2021) Physical Development is seen as a 'Prime Area of learning'. The focus of which is on the two main areas of fine and gross motor development. Physical Development will be accessed through continuous provision and focused teaching and learning activities. Within the EYFS, Educational programmes must involve activities and experiences for children which involve providing opportunities for them to;

- be active and interactive;
- develop their co-ordination, control, core strength, stability, balance, spatial awareness and agility;
- develop fundamental movement skills within fine and gross motor muscle groups.

Key Stage 1

Pupils 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. Pupils should be 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.

Key Stage 2

Pupils 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.

Pupils should be 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

- **Swimming and water safety**

It is a statutory requirement for all schools to provide swimming instruction either in key stage 1 or key stage 2. At Stanley Crook Primary School we aim to provide swimming lessons as early as possible in Key Stage 2 to ensure children have time to develop their skills and confidence within the water.

- Throughout KS2 children will access at least one term of weekly swimming lessons as part of the Durham Swimming Scheme in which the school has bought in to. This will enable children the best chance of achieving National Curriculum expectations in this area.
- KS2 children will receive sustained swimming sessions across the Key Stage until they achieve competence and confidence in swimming a minimum of 25m and perform water safety self-rescue skills.
- During taught curriculum swimming sessions 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.

Planning and Assessment

A whole school curriculum map is created yearly by the subject leader to ensure full coverage of the curriculum and progression across the school. Areas of learning will be closely linked to major sporting events e.g. Olympic games and opportunities for inter/intra competition.

Teachers will use the relevant core task cards and Progression of Skills Documents to assess strengths and areas for development of the children in their class. Planning will build upon these findings to ensure attainment and progression is maintained throughout the school and opportunities for success and competition are carefully planned.

Differentiation and Progression

Differentiation and progression will be planned using S.T.E.P. approach (Space, Time, Equipment and People). This encourages children to improve the quality of their performance, and by increasing the difficulty of the action involved so that the level of skill and knowledge is increased. Sometimes this will be by outcome and sometimes by task. All children regardless of their ability or disability will be included. Where necessary, advice on inclusion will be taken from specialist teachers.

EYFS Assessment

Children will be assessed and judged continually throughout the year using our own Progression Documents, developed in school, which are based on "Development Matters and Birth to 5 Matters". A summative judgement is made at the end of the academic year against the early learning goals (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)

Early Physical Development Learning Goals-

- **Gross Motor Skills-** Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- **Fine Motor Skills-** Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
- Teachers will also make use of Core Task Cards and the Progression of Skills Documents for EYFS to support judgements and to aid with planning.

Adults Other Than Teachers

Where an adult other than a teacher or suitably qualified Teaching Assistant is involved in the delivery of PESSPA they will be suitably trained and have appropriate coaching qualifications. All adults must have an enhanced CRB check. The delivery will be monitored by the PE Co-ordinator to ensure that it is appropriate to the age and ability of the children and in accordance with National Curriculum guidelines for the area of PE being coached. Coaching awards will be checked.

PSHCE/Mental Health and Physical Well-Being

Children's mental health and wellbeing is always a priority at Stanley Crook Primary School and it is widely recognised that Physical Education and Activity play a major part in this area.

PESSPA in Stanley Crook ensures children understand the importance of upholding a healthy, active lifestyle and research has shown that that positive exercise habits that are implemented in childhood and adolescence will likely continue into adulthood.

PESSPA is important for developing many personal, social and emotional skills including increasing self-confidence, boosting self-esteem, and developing self-discipline and leadership skills.

Inclusion in PE

The needs of all children are considered carefully when planning and teaching PE at Stanley Crook Primary School. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in usually in liaison with the SENCO. More able and talented children are identified and suitable learning challenges are provided.

Equal Opportunities

At Stanley Crook Primary School we have high expectations for every child, whatever their background, ability or circumstances. We know that children learn best when they are healthy, safe and engaged. We value what each individual child brings to our school.

As a school we are sympathetic to the cultural and religious needs of all children and wherever possible will seek to accommodate those needs to ensure that all children have equal opportunity to take part in PESSPA. If the school considers the cultural or religious needs of a child pose a safety risk, (eg certain clothing or jewellery) then the safety of the child will be paramount. **Earrings must not be worn for PE lessons.**

Role of the Subject Leader

Our subject leader for PE is Mrs Graham.

The subject leader is responsible for maintaining/improving the standards of teaching and learning in PE by:

The subject leader ensures teachers understand the requirements of the National Curriculum and supports them to plan lessons. Leads by example by setting high standards in their own teaching

- Monitoring and evaluating PE; pupil progress, planning, curriculum coverage, teaching, role of teaching assistants,
- Taking the lead in policy development
- Auditing and supporting colleagues in CPD
- Purchasing/organising resources
- Takes responsibility for managing own professional development by participating in external training, independent private study, engagement in educational research and scholarly reading.
- Keeps parents informed about PESSPA developments.
- Ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in mathematics.
- Keeps the school's policy for PESSPA under review
- Organises opportunities for competitions and festivals for all children and age groups.

Parental Involvement

We hope to involve parents as much as possible in school life, and thus in the development of children's skills, knowledge and understanding in PE. Parents are kept up to date on day to day activities in school via Class Dojo. On Class Dojo, they can see photographs and updates about their child's learning, as well as ideas for how learning can be continued at home.

At the start of each school year, parents are invited to a session in which they meet their child's new teacher and find out about expectations for the upcoming year. They are provided with information about the PE curriculum, how it will be taught in school and what they can do to support their child/ren.

Parents are welcomed into school on various occasions over the course of the year to attend various sporting events. This is usually linked, to a festival or celebration such as 'the Big Walk and Wheel', Sports Day, World Cup etc.

Parents receive a full school report in the summer term, detailing their child's achievements in PE alongside