

**Bullion Lane**  
**Primary School**



**Physical Education Policy**

## **Intent**

This document reflects the values and philosophy of Bullion Lane in relation to the teaching and learning of Physical Education. It provides a framework within which all staff work and gives guidance on planning, teaching and assessment.

At Bullion Lane Primary School we have a strong focus on providing children of all abilities with a broad, balanced, ambitious Physical Education curriculum and as such have developed a co-hornet curriculum Map with related Schemes of Work.

In line with the National Curriculum for PE, we believe that a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Our curriculum also provides all children with opportunities to compete in sport and other activities which builds character and helps to embed values such as fairness and respect.

## **Audience**

This document relates to pupils in Key Stages 1 and 2. The children in the Foundation Stage follow the Early Years Foundation Guidance.

This policy is intended for all teaching staff, outside sporting agencies, staff with classroom responsibilities, the School Governors, parents, inspection teams and Durham LA.

This policy document, after presentation to, and agreement by, the staff and Governing Body, is available to all teaching and non-teaching staff and the School Governors.

## **Philosophy**

Physical Education plays an essential role in the education of young children. It gives them time to develop new skills, learn new sports, find new hobbies, build on teamwork skills, make new friends and express themselves outside of a classroom environment. Sport has been proven to be a great way to relieve anxiety, build self esteem and grow as an individual. Here at Bullion Lane we aim to address and develop the 7 fundamental skills within the curriculum in a way that allows the child to feel confident taking their skills in to an out of school club.

Physical Education is a non-core Foundation subject within the National Curriculum. The aims of teaching Physical education are consistent with Bullion Lane's philosophy and take account of the National Curriculum.

At Bullion Lane, we believe that a high-quality physical education curriculum inspires all our pupils to succeed and excel in competitive sport and other physical activities. We provide opportunities for our pupils to become physically confident to support their health, fitness and wellbeing. These opportunities allow them to compete in sport and other activities, both in school and the wider community, build character and help embed values of fairness and respect. Our aim at Bullion Lane is to ensure all children enjoy and are engaged in Physical Education and Sport. Our curriculum is designed to develop our children's knowledge, skills and understanding, so they can perform with increasing confidence and competence in a range of physical activities. We promote active participation and lifelong learning for every child to achieve their full potential by ensuring that every child's experience of Physical Education is positive and motivating and that their attitudes to a healthy lifestyle are firmly embedded in our curriculum. PE sessions are delivered

predominantly using Core Tasks which enable teachers to plan progressive sessions acknowledging children's starting points and then measure progress.

### **Objectives**

In the teaching and learning of Physical education, we can identify a number of objectives. Through the objectives we aim to:

- ◆ To enable all children to experience physical activities/skills with increasing control coordination;
- ◆ To encourage teamwork and social skills in group situations;
- ◆ To develop the way children perform skills and apply rules and conventions for different activities;
- ◆ To increase children's ability to use what they have learnt to improve the quality and control of performance;
- ◆ To teach children to recognise and describe how their bodies react during exercise and the benefits that can be gained;
- ◆ To develop enjoyment of physical activity through creativity and imagination and by providing a range of activities, catering for all needs and abilities;
- ◆ To develop strategies in children of how to improve and succeed and how to evaluate their performance;
- ◆ To ensure that each child has access to 2 hours quality P.E provision each week and also has the opportunity to take part in extra-curricular activities.

Children at Bullion Lane follow the National Curriculum for Physical Education and work at levels appropriate to their ability. It is expected that most children will achieve the standard relevant to their age group.

### **Implementation**

The three key measures of an effective curriculum, according to Ofsted, are Intent, Implementation and Impact. 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 health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### **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.

## Whole school coverage

Class name	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pelton (1)	Dance	Ball Skills	Gymnastics	Invasion games	Fundamentals	Yoga
	Fundamentals	Indoor athletics	Swimming	Swimming	Swimming	Swimming
Lumley (1/2)	Invasion Games	Dance	Fitness	Gymnastics	Athletics	Striking games
	Fundamentals	Indoor athletics	Swimming	Swimming	Swimming	Swimming
Riverside (2)	Dance	Invasion Games	Gymnastics	Fitness	Striking Games	Athletics
Wear (3)	Gymnastics	Ball Skills	Dodgeball & Handball	Compet games	Football	Rounders
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
Lambton (3/4)	Ball Skills	Gymnastics	Compet games	Dodgeball & Handball	Rounders	Football
	Swimming	Swimming	Swimming	Swimming	Athletics	Tag Rugby
Waldrige (4)	Dance	Basketball	Yoga & fitness	Athletics	OAA	Cricket
	Swimming	Swimming	Dodgeball & Handball	Tag Rugby	Swimming	Swimming
Penshaw (4/5)	Yoga & Fitness	Dance	Athletics	Basketball	Cricket	OAA
	Swimming	Swimming	Tag Rugby	Dodgeball & Handball	Swimming	Swimming
Bede (6)	Indoor athletics	Fitness	Dance	Rounders	OAA	Football
Cuthbert (6)	Swimming	Swimming	Tag Rugby	Athletics	Swimming	Swimming

## Cycle A

**Cycle B**

## **Inclusion**

At Bullion Lane Primary School we are committed to ensuring that all pupils access and participate in a broad and balanced PE curriculum. This is done through careful lesson planning and differentiation to make sure that all children, including those who have special educational needs, disabilities, English as an additional language or those who are gifted and talented.

## **Differentiation**

Planning for differentiation is based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- ◆ The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils.
- ◆ Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- ◆ Resources, e.g. different equipment for different levels of ability across the key stages.
- ◆ Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual
- ◆ activities, the opportunity to work with adult support where needed

## **Equal Opportunities**

At Bullion Lane Primary School we are committed to promoting equal opportunities to all children, irrespective of their socio-economic background, gender, disability or ethnicity. We believe that all children have equal access to and participation in a range of physical activities.

## **Health & Safety**

The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice. Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk, so nobody gets harmed. As a school we will follow Durham County Council Health and Safety Guidance.

## **PE Kit**

Children are expected and encouraged to wear appropriate PE clothing.

- ◆ Indoor: white t-shirt and black shorts and indoor PE shoes. However, in gymnastics, when possible children will participate in bare feet.
- ◆ Outdoor: Suitable warmer clothing such as jumper and tracksuit bottoms/leggings can be worn in colder weather outside.

- ◆ Swimming: Swimming costume, swimming hat and towel
- ◆ Jewellery should always be removed by pupils before participating in physical activity. Staff should always give a verbal reminder to pupils and visually monitor the group. If they cannot be removed staff need to take action to try to make the situation safe.
- ◆ Long hair worn by both staff and pupils should always be tied back.
- ◆ Staff should always endeavour to change for physical education, wear suitable footwear and clothing for practical activities and remove their personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.

## **Missing PE**

Children should take part in PE wherever possible. If a parent feels a child is unable to take part, then a letter or a phone call should be received by the school explaining why. The child should then, if possible, observe and support with roles during the lesson so they are aware of and understand the learning taking place for future lessons.

## **Accidents**

If an accident occurs appropriate first aid will be applied and the incident will be written in the accident book. Usual school accident and first aid procedures will be followed with regards to notifying parents.

## **Extra-Curricular Learning**

A range of activities are offered outside of the curriculum to both key stages. Some of these are led by school staff while others are led by visiting coaches.

## **Coaches**

The school, at times, uses coaches to provide extra-curricular opportunities and to team-teach in lessons (helping to up-skill and support teachers). All coaches are DBS checked as well as having their sporting qualifications checked by the school.

## **Competition**

The school hold various competitions throughout the school year. We also take part in a range of competitions and leagues throughout the year against other local schools.

## **Impact**

Through PE in our school we will see children:

- ◆ having had access to a range of activities
- ◆ having had access to positive successful experiences



- ◆ who will continue to have a physically active life
- ◆ who have a good understanding of what a healthy, active life is like and the
- ◆ importance of leading one
- ◆ having had opportunities to compete in sport and other challenging activities which
- ◆ will have built character and help embed values such as fairness, respect and teamwork.

## **Assessment**

Assessment in PE is an ongoing process. Teachers will make informal judgements about pupil's progress and attainment as they observe them throughout lessons.

At the end of each unit/block of work, teachers will decide on a pupil's level of attainment noting which children are:

- ◆ working above the age-related expectations
- ◆ working at the age-related expectations
- ◆ working towards the age-related expectations

These judgements will be made in line with the Long-Term Curriculum Plan and Core Task assessments that are used.

This policy will be reviewed every 2 years.

Next review date: February 2024