

<b>Policy title</b>	:	<b>Physical Education Curriculum Policy</b>
<b>Date approved</b>	:	<b>September 2023</b>
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We at Monega Primary School believe that 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 that 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. (The National Curriculum in England Framework Document (DfE) 2014)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study.

Our well-balanced curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life.

We wish to work closely with the School Council to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

This policy should be read in conjunction with the following documentation:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2
- National curriculum in England: Physical Education programmes of study

## **Aims**

- To ensure that all pupils develop competence to excel in a broad range of physical activities.
- To ensure that all pupils are physically active for sustained periods of time.
- To ensure that all pupils engage in competitive sports and activities.
- To ensure that all pupils lead healthy, active lives.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

## **Roles and Responsibility for the Policy**

The Local Governing Body has:

- Appointed a member of staff to be responsible for the curriculum leadership of Physical Education;
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- Responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- Nominated a link governor to visit the school regularly, to liaise with the Headteacher and the School Leader for PE and to report back to the Governing Body;
- Responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher and the Senior Leadership Team will:

- Ensure all school personnel are aware of and comply with this policy;
- Work closely with the School Leader for PE and the link governor;
- Ensure compliance with the legal requirements of the National Curriculum;
- Ensure all equipment and PE facilities are up to standard;
- Encourage parents to take an active role in curriculum development;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy by:
  - Observing teaching and learning
  - Discussions with pupils, School Council
- Annually report to the Governing Body on the success and development of this policy

The Subject Leader will:

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher, the nominated governor and SENCO;
- Be accountable for standards in this subject area;
- Monitor standards by:
  - Auditing the subject area
  - Review of the scheme of work
  - Lesson observations
  - Discussions with pupils
  - Learning walks
  - Monitoring of after school club provision
  - Monitoring and implementation of the Healthy Schools action plan
- Ensure continuity and progression throughout the school;
- Provide guidance and support to all staff;
- Provide training for all staff on induction and when the need arises regarding;

- Attend appropriate and relevant INSET;
- Keep up to date with new developments;
- Undertake an annual audit and stock take of resources;
- Purchase new resources when required and in preparation for the new academic year;
- Manage the subject budget effectively;
- Undertake risk assessments when required;
- Review and monitor.

The Link Governor will:

- Work closely with the Headteacher and the School Leader for PE;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Attend training related to this policy.

Teachers will:

- Comply with all aspects of this policy;
- Work closely with the School Leader for PE to develop this policy;
- Develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- Plan and deliver good to outstanding lessons;
- Plan differentiated lessons which are interactive, engaging and of a good pace;
- Have high expectations for all children and will provide activities that will extend them;
- Assess, record and report on the development, progress and attainment of pupils;
- Achieve high standards;
- Celebrate the success of pupils in lessons;
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community

Pupils will:

- Be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Participate fully in all lessons;
- Participate in discussions concerning progress and attainment;
- Treat others, their work and equipment with respect;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Liaise with the School Council;
- Take part in questionnaires and surveys

The School Council will be involved in:

- Organising surveys to gauge the thoughts of all pupils

Parents/carers will:

- Be aware of and comply with this policy;
- Be encouraged to take an active role in the life of the school by attending:

- Parents and open evenings
  - Parent-teacher consultations
  - Curriculum development workshops
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- Be encouraged to work in school as volunteers;
  - Be encouraged to respond to curriculum information newsletter;
  - Be informed via termly newsletters of their child's topics;
  - Asked to provide suggestions and ideas for improving this subject;
  - Be asked to take part periodic surveys conducted by the school on curriculum development;
  - Be invited to make presentations to pupils on aspects of this subject area;
  - Encourage effort and achievement;
  - Join the school in celebrating success of their child's learning;
  - Ensure children have appropriate footwear and full School PE Kit

## **Policy Procedure**

The direction set out in this policy will be used to guide the planning, delivery and the teaching of the Physical Education curriculum across the school.

## **Teaching and Learning Style**

At Monega Primary School, we believe that physical education experienced in a safe, engaging and supportive environment, is a significant factor in developing our children's physical competence and confidence, leading to participation in sports and activities throughout childhood and beyond.

We promote physical skillfulness, development and knowledge of the body in action. We aim to give a stimulating, enjoyable and appropriately challenging learning experience to all pupils. Children may work as individuals, be paired-off or take part in group activities in physical education sessions. During co-operative, creative and competitive situations, they are encouraged to use their improvisation and problem-solving skills.

Our children are also encouraged to appreciate the importance of a healthy lifestyle and be aware of the factors that affect our health and fitness. Where possible, this will be linked to the science of healthy-eating and living an active life.

At [name of setting], we also recognise the sporting talent that several of our pupils possess. We encourage our pupils to develop these existing skills by providing a challenging and competitive environment in which they can thrive. We are always seeking to enter into local and national competitions, allowing our pupils to test their skills against their peers from the borough and across the country.

## **Sports Premium:**

In March 2013 the Government announced a major new funding initiative to support the delivery of Physical Education and sport in primary schools.

This cross-government funding is provided by the Department for Education, with contributions from the Department of Health and the Department of Culture, Media and Sport. The PE and sport premium will provide over £150 million per year for the academic years 2013/14 through to 2015/16.

The PE and sport premium is paid directly to primary schools and can only be spent on improving the quality of PE and sport provision for all pupils.

Schools with 17 or more eligible pupils receive £8,000 plus £5 per eligible pupil.

How will we be spending the Sports Premium Funding?

At Monega Primary School, we adopt an inclusive approach to the development of physical activity and sport for our pupils. We are working to enhance PE and sport provision in order to raise participation and achievement for all pupils.

We have started, and will continue, to use the Sports Premium funding in the following ways, so that:

- All of our pupil's benefit, irrespective of sporting ability
- All of our pupils have the opportunity to take part in competitive activity whether through intra or inter school competition.
- All of our pupils understand the importance of leading a healthy, active lifestyle.
- Our most able children are given the opportunity to compete in local and national tournaments.
- Our staff have access to training and relevant Continual Professional Development (CPD) opportunities.
- Our staff are able to develop their subject knowledge and confidence in order to teach high-quality PE through regular CPD.

With the above rationale in mind, in 2017/18 we will continue to use the Sports Premium funding effectively so that:

- Our staff continue to benefit from CPD provided by our membership with the Cumberland Sports Partnership.
- We continue to develop a number of after school sports clubs so that pupils are able to compete against each other and those from other schools.
- We continue to enhance our KS1 & 2 Playgrounds, sports hall and field space, enhancing our provision of PE & Sport as well as health and well-being.
- We develop more opportunities for intra-school competition.
- We continue to stock fit-for-purpose PE equipment and facilities.
- We can look into creating a more structured afternoon 'playtime' aimed at promoting healthy and active lifestyles.

We will evaluate the impact of the Sports Premium funding and consider the efficacy of the funding in improving the quality and breadth of our PE and sporting provision.

### **Competitions:**

At Monega Primary School, we believe in the importance of competitive sport. In recognition of this, we look to enter as many local and national competitions as we are able to. In the past year, teams have represented the school in the following sports and activities: football, netball, cricket, table tennis, athletics and cross country.

In addition to local and national competition, our pupils are engaged in intra-school competition as part of their PE curriculum. We have recently set up a house competition for sport, promoting intra school competition for all pupils in the school at the end of each six-week teaching block. Pupils are encouraged to play fairly, but play to win.

## **Sports Days:**

We run an annual Sports Day for our pupils in KS1 and KS2. Our pupils take part in a day of varied athletics events including: sprinting, long-distance running, long-jump, javelin and obstacle races. Our pupils compete in their houses, promoting collaboration and team spirit as well as fostering a competitive edge that believe promotes a healthy and positive attitude towards PE and sport.

At Monega Primary School, we also understand the value of extended learning through educational trips, visits and experts visiting our school.

## **Extra-curricular activities**

Our extra-curricular programme, at the end of the school day, compliments and supplements the range of activities covered in curriculum time. It reflects a breadth and balance across many areas of activity, including dance, games and athletics. The content aims to be varied – including competitive and non-competitive; team and individual based clubs appropriate for all pupils.

The school sends details of the current club activities to parents at the beginning of each term. We follow a range of inter-school fixtures, tournaments and festivals. This complements the 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.

## **Curriculum Planning and Organisation**

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, games, gymnastics and athletics at Key Stage 1 and 2. However, KS2 also cover swimming and water safety.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years.

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. 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 work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Class teachers complete a daily plan 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.

## **The Foundation Stage**

We encourage the physical development of our children in the Nursery and Reception classes as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning 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.

Curriculum planning is managed in three phases namely:

#### Long Term Planning

- Details what is to be taught over the year
- Provides teaching guidelines and overall objectives for each year group for the whole year

#### Medium Term Planning

- Organises the subject into termly or half-termly sections
- Is more detailed and the objectives are more specific in nature
- Is developed by the teachers, who respond to the needs of their pupils
- Ensures a balanced distribution of work is undertaken across each term

#### Short Term Planning

- Details the subject curriculum over the week
- Plans lessons in detail with specific class objectives

### **School Sports Partnership (SSP)**

Monega Primary School is a member of the Cumberland Sports Partnership. This partnership supports and promotes the following:

- Increased participation in high quality Physical Education
- Increased participation in high quality 'Out of School' Learning
- Increased attainment and achievement in PE and Sport
- Increased participation in competitive and performance opportunities
- Increased involvement in community sport
- Support and training for staff

### **Links with other subjects**

PE can link to other subjects, e.g. Literacy, (recount/report/ instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting and graphical representation of data). Computing is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

### **Inclusion**

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- From both sexes;
- Who have Special Educational Needs;
- Who are looked after;
- From minority faiths, ethnicities, travelers, asylum seekers, refugees;
- Who are gifted and talented;
- Who are at risk of disaffection;
- Who are young carers;
- Who are sick;
- Who have behavioural, emotional and social needs;
- From families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- More able children demonstrate a higher ability to exceed age related expectations than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- Gifted children are those who have the ability to exceed age related expectations in more than one subject;
- Talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

## **Differentiation**

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.



Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

## **Special Educational Needs**

At **our school** we teach PE to all children, whatever their ability. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, variation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEN Support and EHC plans leads to the creation of Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

## **Assessment for Learning**

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Regular opportunities are also provided for pupils' peer and self-assessment. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers put their assessment into Pupil Tracker. This information is used 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.

Teachers will:

- Carry out continuous assessment;
- Use short-term assessments matched to the teaching objectives to adjust their planning;

- Make comments in pupil's books related to the teaching objective;
- Carry out medium-term assessments to measure progress against key objectives to adjust planning;
- Carry out long-term assessment to assess progress against school and national targets;
- Use long-term assessments to help them plan for the next academic year;
- Inform parents and carers of their child's progress and targets

### **Monitoring & Review of the Subject**

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the Senior Leadership Team.

Standards will be monitored by:

- Subject observations
- Pupil discussions
- Audit of subjects
- Scrutiny of planning
- General curriculum discussions

### **Contribution of the Subject to other Areas of the Curriculum**

PE contributes to many subjects within the primary curriculum such as ICT, PSHE, Science, English, Maths **and Spiritual, moral, social and cultural development.**

### **Resources**

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the School Leader for PE in the summer term in preparation for the next academic year.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- The school website
- The Staff Handbook
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- Meetings with school personnel
- Communications with home such as weekly newsletters and of end of half term newsletters
- Reports such annual report to parents and Headteacher reports to the Governing Body
- Information displays in the main school entrance

### **Training**

Monega Primary School will provide opportunities for all employees to have access to the information, instruction, supervision and training required to enable them to discharge their responsibilities.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. As such, we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Headteacher.