

Castle Hills Primary Academy



PHYSICAL EDUCATION

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
1.0	PR	New Policy	July 2019	2 Year
1.2	PR	Review	May 2021	2 Year
1.3	NH	Leger Trust Format	May 2022	2 Year
1.4	NH	Reviewed – no amendments to policy	Feb 2023	2 Year
1.5	NH/PT	Reviewed – no amendments to policy	Feb 2025	Feb 2027

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1. INTRODUCTION

1.1 Castle Hills Primary Academy recognises the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life. Intention and Aims Generally

1.2. It is the intention of the academy to provide a broad and balanced PE curriculum to aid and increase children's self-confidence in relation to their ability to manage themselves and their bodies within a variety of movement situations.

1.3. The aim is to cater for the different strengths, needs and preferences of each child by using differentiated activities (where appropriate) consisting of individual paired and group activities. Through the variety of opportunities that PE offers children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries. A range of activities will therefore be provided with a broad base of movement knowledge, skills and understanding, which children can refine and expand throughout their primary academy years.

1.4. Children of all abilities will be encouraged to join clubs and organisations with the aim of extending their interest and involvement in sport. We will also encourage children to develop their creative and expressive abilities, through improvisation and problem-solving.

1.5. Children who are taught to appreciate the importance of a healthy and fit body begin to understand those factors which affect health and fitness. Our aim to raise children's awareness in this regard is therefore closely aligned with the academy's policy on Personal, Social and Health Education (PSHE).

1.6. Through the Government Funding for 'Sport the School' will, where possible, provide opportunities for both pupils and teachers to work with and alongside PE specialists and sports coaches. The aim is to enhance specialist and coaching facilities and to develop the skills and expertise of staff to provide better coaching, mentoring and advice to pupils across the whole PE and sport spectrum. Spending will be reviewed and published on the academy website.

2. SPECIFIC AIMS IN RELATION TO PHYSICAL DEVELOPMENT POLICY

2.1. Different experiences for different age groups will ensure all pupils will be exposed to:

- a range of appropriate challenges as they move through the school so that they:
- Develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- Become aware of the different shapes and movements that can be made with the body.
- Develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- Become aware of the benefits of a fit and healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
- Appreciate of the value of safe exercising. Specific Aims in Relation to Social, Emotional and Cognitive Development.

3. SPECIFIC AIMS IN RELATION TO SOCIAL EMOTIONAL AND COGNITIVE DEVELOPMENT

3.1. Participation in PE and sport have other additional benefits, which should help to:

- Develop a love of physical exercise.
- Develop the ability to work independently and communicate with, and respond appropriately towards, others using verbal and non-verbal communication.
- Develop confidence in skills and abilities.
- Promote an understanding of safe practice, and develop a sense of responsibility for the safety of others.
- Realise that the right exercise can be fun and energise other things in life.
- Create and plan games for mutual benefit.
- Develop a sense of fair play.
- Develop decision making and problem solving skills.
- Develop reasoning skills and the ability to make judgements.
- Develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- Develop the ability to communicate non-verbally with the body.
- Improve observational skills, the ability to describe and make simple judgements, and to use this knowledge and understanding to improve performance.
- Understand that using correct techniques will improve accuracy and performance.
- Enable performance evaluation and the ability to act upon constructive criticism.

4. SPIRITUAL MORAL AND CULTURAL DEVELOPMENT

4.1 Developing a positive attitude generally is not simply about celebrating sporting success and learning to lose well; but also encouraging children always to do their very best regardless of their ability; praising progress and achievement in a way that does not cause fear or upset for lack of performance or failure; and treating team mates, opponents and referees with respect. Essentially, using every opportunity to maintain and raise self-esteem all round.

5. THE P.E. CURRICULUM

5.1. In the Foundation Class, opportunities will be provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity will last at least 2 hours each week.

5.2. Pupils in both KS1 and KS2 will engage in lessons of high quality PE each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. Year 5 includes swimming. At KS2 pupils will continue to apply and develop a range of skills and units of work which include a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming. Children's experiences will also be enriched through opportunities for outdoor and adventurous activities. The support and progression of the curriculum will be managed and delivered through our own dedicated PE specialist.

6. SWIMMING

6.1. Swimming lessons will be compulsory for all children from Year 5. Lessons will be provided by Local Authority employed swimming coaches at Adwick Leisure Centre. From Year 5 those children who are confident swimmers may be taught Life saving skills.

7. EARRINGS IN P.E. AND SWIMMING

7.1. Earrings must be removed before participating in PE lessons (including swimming). If a child is not able to remove their own earrings parents should do so before academy on a PE day. If there are exceptional circumstances which prevents this from being possible for a defined period of time, parents should provide a letter explaining the reasons and the date from which earrings can be removed. During this period the earrings will be made safe during swimming using micropore tape, however a teacher may ask a child wearing earrings not to participate in an activity if they feel the risk is sufficient.

8. P.E. KIT AND SAFETY

8.1. Indoor PE kit must be plain black shorts and white t-shirt. Appropriate footwear must be provided; this includes either pumps or preferably trainers for additional support and comfort. Outdoor PE kit must be dark (black, navy or grey) tracksuit/jogging bottoms and a dark tracksuit top. Additional items as such as gloves, hats and scarves are advised particularly in winter months. Children to come to school in their PE kit on their PE day.

8.2. In order to minimise the risk of injury:

- Jewellery is not to be worn. Ears pierced for less than six weeks can be covered with medical tape.
- Long hair should be tied back and rigid headbands should be removed.
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision, which will be checked by a teacher before use.

9. CURRICULUM DIFFERENTIATION

9.1. The academy uses the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example, with a particular focus on fine motor skills if hand to eye coordination is a challenge.

- S = change the space available
- T = change the time allowed
- E = change the equipment, e.g. softer or larger balls, different sized bats
- P = change the people, e.g. size of the groups

10. STAFF ING/STAFF DEVELOPMENT

10.1. Each class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their class. All teaching staff are required to observe at least one PE CPD session per week, led by the sports coach. Teaching staff are to implement and reinforce PE teaching strategies observed within their own lessons. Teaching Staff will take notes and reflect on observed strategies to apply in their own teaching.

11. SAFEGUARDING

11.1. All adults working with children in the academy with children will be DBS checked.

12. OUT OF ACADEMY LEARNING

12.1. Varied extra-curricular activities, encompassing both competitive and non-competitive formats, play a vital role in enhancing the range of experiences available to our students beyond the core curriculum. Children will have the opportunity to engage in a variety of interschool fixtures, tournaments, and festivals within the framework of Leger sport, promoting teamwork and sportsmanship. At the commencement of each term, a detailed timetable of clubs and events will be disseminated, ensuring clarity and accessibility for all students and parents. Additionally, information regarding these out-of-academy learning opportunities will be highlighted in the academy's newsletter and on the PE notice board,

thereby raising awareness and encouraging participation in these invaluable enrichment activities.

13. EQUALITY

13.1. All aspects of PE will be taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives will be set in line with the academy's Special Needs and Equality Policies

14. RECORDS AND ASSESSMENT

14.1 Assessment for learning will be made through short term (daily/weekly) observations of children's work, through discussion with the children, and through their own self-assessment. Assessment of learning will be made through medium term (summative) assessments and longer-term (formative) assessments.

15. MONITORING AND REVIEWING

15.1. Policy will be reviewed February 2027