



Curriculum Policy

Physical Education



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Physical Education Policy

What is our vision?

At Marus Bridge Primary School, every pupil has the knowledge and skills that they need to live a healthy lifestyle. They enjoy taking part in competitive and non-competitive sports and put their skills into practice to reach a goal. They are resilient and work collaboratively to achieve a shared goal.

Curriculum Aims:

- **EYFS: Educational Programme:** Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
- **In KS1**, pupils begin to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination applied in a range of activities. They participate in team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns.
- **In KS2**, pupils continue to apply and develop a broader range of skills, learning how to use them in different ways. They enjoy communicating, collaborating, and competing with each other. In addition, they are taught to develop an understanding of how to improve in different physical activities and sports and learn to evaluate and recognise their own success.
- Finally, all pupils from Y3 up to completion (unless opted out by a parent) are provided with swimming lessons in line with the National curriculum. They are taught to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively. They are taught to perform self-rescue in different water-based situations.
- The areas of physical activity (games, gymnastics, dance, athletics, swimming and outdoor activities) are set out in the Foundation Stage Curriculum and National Curriculum 2014. The PE curriculum at Marus Bridge Primary is based on these requirements and their year on year progression is detailed in the 'Curriculum Planning & Assessment Document'.

How do we achieve this?

- Year group outcomes are specified within the 'Curriculum Planning & Assessment Document' – this is audited by the subject lead.
- Pupils in each year group receive 2 hours of timetabled PE each week (one hour provided by an external sports provider and one hour by their class teacher).
- External providers and class teachers follow the 'Programme of Study' (See Appendix 1) which outlines what will be taught each half term and which objectives will be obtained.
- Pupils are encouraged to develop confidence, tolerance and appreciate their own strengths and weaknesses and that of others.
- MBPS provides opportunities for pupils to engage in extra-curriculum activities, before, during and after school.
- MBPS participate in termly competitions and against local cluster schools and the wider Wigan borough.
- MBPS has an inclusion approach where no pupil is discriminated against.
- Teachers are offered regular support and CPD by external providers and the subject leader.

Scheme of Work:

At Marus Bridge Primary School, we follow our Programme of Study (See Appendix 1) which outlines units to be taught in each year group. Planning and teaching are supported by our new P.E scheme (PE Planning.) Various resources and teaching materials are signposted on the shared server.

Resources:

All teachers have access to centrally stored PE resources. Resources are kept in two locations; indoor PE store located in the hall and a further external PE store located on the KS2 playground. All PE resources are checked regularly to ensure that they meet health and safety requirements, and in addition to this, all resources are audited annually.

Assessment – How do we assess skills and understanding?

PE progression is assessed twice in each academic year. Class teachers (and any other member of staff/external providers teaching PE in a particular class) will grade the children's development towards reaching the year group objectives. The following gradings will be given:

B2 – Child has a specific SEND which prevents them from meeting the objectives.

B1 – The child has not met/retained the year group objectives.

E1 – The child has met/retained the objectives.

A1 – The child has met the objectives with a large degree of independence and shows great determination to improve their physical skill whilst also championing good 'sportsmanship'. They may also participate in extra-curricular physical activities which has enhanced their skills.

This assessment will be shared with parents within their End of Year Report.

Early Years

In Reception, children are assessed against the Early Learning Goals for 'Physical Development'.

The ELGs are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development. Teachers should use their professional knowledge of the child to decide whether each ELG description best fits the child's learning and development.

Physical Development

ELG: Gross Motor Skills

- 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.

ELG: 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.

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety.

Reference should be made to the school's Risk Assessments. All staff have a copy of the Health and Safety Policy in school documentation file.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teachers and is the responsibility of the teacher.
- Children should be given health and safety guidance through the lesson.
- All jewellery and earrings should be removed and stored safely before each lesson. Children who are unable to remove their own earrings, will not be able to take part. We do not cover earrings with plasters.
- All long hair should be tied back.
- Suitable PE kit should be worn for each lesson (See Appendix 2)
- For indoor PE, children should walk to the hall with suitable footwear on (pumps/trainers or school shoes).
- All children taking part in indoor PE should be bare foot or wear suitable footwear for indoor PE (pumps not trainers).
- For gymnastics, when the apparatus is being used, suitable footwear should be worn (pumps or barefoot only).
- All children with verrucas should wear pumps.
- Children who do not have a PE kit will take part in the lesson as an observer rather than a participator. Parents will be informed after two consecutive occasions of no PE kit.
- Every child must have a school PE kit. Children should come to school in their PE kit on the set PE days for their class. This will be communicated to parents at the start of each academic year.

Inclusion and Safeguarding Considerations

We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways. In accordance with the school's Inclusion Policy, PE activities are adapted to meet the needs of each pupil. Pupil's needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum. B-squared can be used to ensure that all children access P.E at their own level.

Other Points/Considerations

Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the school's Equality Policy. Hall timetables can be found on the staff shared server which ensures that every class has access to the hall once per week. If the external provider needs the hall to deliver their lesson, this takes priority. Sports premium spending report can be found on the school website and is updated in July of every year. Extra-curricular sports clubs are shared with parents via Parent mail at the start of every half term.

Monitoring and Review:

The PE subject lead will complete an audit within each academic year and share the findings with the link governor. This audit will assess the quality of PE provision through pupil and teacher interviews, observing lessons and analysing the assessment tracker data. At the start of each academic year, the PE subject lead will use previous audits to develop an action plan for the subject focusing on key areas of improvement. These improvement targets will be shared with all staff and progress towards meeting them will be assessed during future audits and when data is collected. Support will be offered to any year groups who require additional information and guidance. This may be done by discussing assessment methods; modelling lessons; inviting teaching staff to observe specialist providers; providing training or observing lessons and providing constructive feedback.

Appendix 1

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Movement	Fun and Games	Throwing and Catching	Me and Myself	Fitness	Fitness
		Dance	Dance	Ball Skills	Ball Skills	Working with Others	Working with Others
Y1	External	Dance	Gymnastics	Tennis	Orienteering	Rounders	Athletics
	Internal	Hockey	Football	Cricket	Tag Rugby	Badminton	Netball
Y2	External	Dance	Gymnastics	Badminton	Orienteering	Dodgeball	Athletics
	Internal	Handball	Cricket	Volleyball	Basketball	Rounders	Hockey
Y3	External	Dance	Gymnastics	Rounders	Orienteering	Tennis	Athletics
	Internal	Tag Rugby	Cricket	Netball	Volleyball	Football	Handball
Y4	External	Dance	Gymnastics	Basketball	Orienteering	Hockey	Athletics
	Internal	Cricket	Tennis	Dodgeball	Rounders	Handball	Badminton
Y5	External	Dance	Gymnastics	Tennis	Orienteering	Netball	Athletics
	Internal	Volleyball	Basketball	Football	Hockey	Tag Rugby	Handball
Y6	External	Dance	Gymnastics	Football	Orienteering	Badminton	Athletics
	Internal	Basketball	Volleyball	Dodgeball	Hockey	Netball	Tag Rugby

Appendix 2

Indoor PE Kit

- Plain white t shirt or school PE top from Slaters
- Black shorts
- Black pumps or trainers (For gym and dance – black pumps or bare feet)

Outdoor Games Kit until July 2023.

- School indoor PE kit plus
- Plain Black or Navy tracksuit pants/leggings
- Black or Navy tracksuit top
- Black trainers

Please note that from **September 2023** we will have a compulsory PE outdoor tracksuit which will be available to purchase from Slaters along with the rest of the school uniform. This is optional for the next academic year (September 2022) if you wish to purchase it sooner.

