



**BIRCH COPSE PRIMARY SCHOOL**  
**PHYSICAL EDUCATION POLICY**

This policy should be read in conjunction with the School's Teaching and Learning Policy, Curriculum Policy and Assessment Policy statement.

**INTENT**

**Learning** is at the very heart of what we do at Birch Copse and our curriculum is a crucial aspect of this. We provide an **outstanding curriculum**, which is **challenging, progressive** and **inspiring**, allowing our children to achieve their full potential by maximising their learning so that they know more, remember more and understand more. Our PE curriculum aims to be engaging and varied to ensure children develop a love for sport and a healthy relationship with physical activity.

**We aim:**

**To learn the rules and core skills to play a variety of sports**

Physical Education (PE) at Birch Copse provides an engaging and high-quality curriculum that inspires all pupils from Reception to Year 6 to succeed and excel in competitive sports and other physically-demanding activities. In Key Stage 1 children develop their core fundamental movement skills and begin to understand rules and tactics in sports including sending and receiving, striking and fielding and athletics. As children move into Key Stage Two they are able to apply these core skills into a game situation. At Birch Copse children are exposed to a broad range of sports, giving children the opportunity to excel and develop their overall confidence in both individual and team activities.

**To develop physical skills, including swimming.**

The PE curriculum also provides opportunities for pupils to become physically confident in a way that supports their health and fitness and it also allows them to experience a range of activities including swimming in both Year 3 and Year 5. Swimming is an important life skill and we aspire for all children to leave Birch Copse being able to swim at least 25 metres.

**To understand the important role exercise plays in developing a healthy lifestyle.**

At Birch Copse we provide the children with a positive and motivating experience in PE that promotes the importance of leading a healthy lifestyle. This is firmly embedded across our curriculum. This guarantees that children at Birch Copse will develop an understanding of how to lead an active and healthy lifestyle and how this can benefit their physical and mental health.

**EYFS**

As part of the EYFS statutory framework pupils are taught:

Physical development which involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

**Key stage 1**

Pupils are 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 are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- 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.

### **IMPLEMENTATION**

The knowledge and skills that children will learn and develop within each unit of work are mapped throughout the school to ensure progression.

#### Organisation

Each child receives 2 hours of curriculum time PE on a weekly basis, which is carefully planned and mapped out to ensure a broad and full range of skills and activities. These sessions are either delivered by specialist coaches or class teachers during PE lessons. There are many opportunities across the year for children to take part in inter and intra school competitions, where children's successes in sports are celebrated. In addition to PE in curriculum time, we also strive to provide opportunities for children to access extracurricular physical activity through a wide range of sporting and active clubs such as: netball, football, cricket, table tennis, street dance and fencing. We also encourage active playtimes.

#### Planning

The subject leader provides teachers with the following documentation to guide their planning:

- Scheme of work – Get Set 4 PE
- Whole School Curriculum overview
- Progression grid – focussing on the skills children learn and acquire

From this class teacher produce medium term plans for each unit of work.

Through our PE curriculum we differentiate in two different ways; through knowledge and skills.

We support our low attaining pupils with the knowledge side of PE by:

- Giving clear explanation of vocabulary uses in lessons
- Presenting clear visuals of drills we are using
- Utilising mixed ability groupings when appropriate

We support our low attaining pupils with the skills aspect of PE by:

- Simplifying activities
- Presenting clear visuals of drills and skills we are learning
- Simplified equipment

We challenge our high attaining children's PE knowledge by:

- Expanding the technical vocabulary

We challenge our high attaining children's skills by:

- Giving more challenging equipment to use
- Allowing them to review and develop their own performance

### Pupils' experiences

Pupils will experience and develop a wide range of core techniques and skills during their time at school. Throughout each year group, the children will be exposed to a wide variety of different sports. Our school takes part in numerous sporting events both within school time and outside of school time. We also compete in both intra-school and inter-school events through the school year. From Year 1 to 6 the children have the opportunity to experience health and fitness teaching from a specialist trainer.

### Links within PE and to other subjects

Where there is a natural link within PE or between PE and another subject, both within and between year groups, this should be part of the teacher's planning for that unit of work. The school's curriculum links document highlights where these links are. They help the children to make connections between and contextualise their learning.

## **IMPACT**

### **Assessment, Record Keeping**

Children's attainment in PE will be assessed at the end of each unit of work as either working above, at or below Age Related Expectations. These results will be inputted into the Curriculum Tracking spreadsheet and at the end of each academic year, will be collated to provide an overall attainment grade for each child. This will be reported to parents. The PE scheme we follow provides examples of how teachers can assess children during PE.

### **Monitoring and improving**

To ensure that outcomes for children in PE are high and standards of teaching and learning across the school are high, the subject leader will conduct a detailed annual cycle of monitoring and improving. The monitoring activities include planning sampling, pupil interviews, lesson observations and data analysis and culminates in a written report for Governors highlighting key strengths and areas for improvement. This report feeds into the Subject Leader Development Plan for the following year. For more detail, see the Subject Leadership Policy.

### **Equal Opportunities**

At Birch Copse Primary school, every child will be given equal opportunity to follow the PE Curriculum irrespective of:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their economic or social background.

### **Inclusion**

At Birch Copse Primary school, we recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to their ability. We generally achieve this through careful differentiation of task as outlined earlier. However, children with Special Educational Needs or Disabilities may need additional differentiation or support and that will be provided to ensure they have access to the PE curriculum. Those identified as High Potential Learners in PE will be given opportunities to develop their skills.

### **Spiritual, moral, social and cultural development**

At Birch Copse Primary school, we recognise that social, moral, spiritual and cultural development (SMSC) is central to the education of all pupils and permeates the whole curriculum and ethos of the school. In PE examples of SMSC development include:

#### Social

- Creating a sense of community in lessons and extra-curricular activities.
- Encourage pupils to recognise and respect social differences and similarities

- Celebrate success both in and out of school
- Promoting team work throughout lessons

#### Moral

- Promote fair play and team work in lessons
- Encourage good sportsmanship
- Respect the equipment we are using
- Listening to teacher and peer feedback
- Promote trust with peers through team building activities

#### Spiritual

- Working together as a team
- Respecting others options when producing dance routines
- Creating and developing attacking and defensive tactics
- Constructively critiquing their own and peer performances
- Questioning pupils throughout lessons

#### Cultural

- Gaining an understanding of different sports
- Use of international examples of different athletes and their achievements
- Trips offered to experience different cultures
- Exploring and respecting a variety of different cultural dances

#### **Role of the PE Subject Leader**

The role of the subject leader at Birch Copse is defined in detail in our Subject Leadership Policy. We designate the Subject Leader's role under three broad headings:

Intent	Implementation	Impact
<ul style="list-style-type: none"> <li>• Curriculum oversight               <ul style="list-style-type: none"> <li>○ Policy</li> <li>○ Curriculum documentation</li> </ul> </li> <li>• Subject Development plan</li> <li>• Resources management</li> </ul>	<ul style="list-style-type: none"> <li>• Subject knowledge and pedagogy               <ul style="list-style-type: none"> <li>○ Own</li> <li>○ CPD for staff</li> </ul> </li> <li>• Overseeing assessment               <ul style="list-style-type: none"> <li>○ Subject moderation file</li> </ul> </li> <li>• Promoting the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring</li> <li>• Evaluating               <ul style="list-style-type: none"> <li>○ Subject analysis</li> </ul> </li> </ul>

#### **Responsible officer**

PE Subject Leader: Amy Orrick

**Date of last review:** October 2023

**Date of next review:** October 2024