

Greenmount Primary School



**Greenmount  
Primary School**

Physical Education and School Sports Policy

Updated April 2023

Next review July 2025

The following document is intended to inform staff, governors, parents and other interested parties of our approach to the teaching of Physical education at Greenmount Primary School

### School Sports Premium

Greenmount Primary has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of Sports Premium spending and a review of the impact. Please see the 'School Sports Premium Funding' document on the school website for further information.

## **1.Intent**

Greenmount Primary school believes that PE, physical activity & school sport (PESSPA) is a vital part of school life and shapes our children's future well-being. It plays an important role in the holistic development of children, building character, resilience, co-operation, trust, and self-confidence. We acknowledge and value the contribution PESSPA makes to whole school improvement through impacting on attendance, behaviour and pupil attainment. It is our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills, learning new skills, having fun, performing with increasing physical competence and confidence in a range of physical activities and contexts. It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education.

It is our intent to fully deliver and build upon the aims of the national curriculum for physical education to meet the needs of our pupils. The national curriculum Purpose of Study demand:

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.

## **2. Implementation**

- ✓ PE at Greenmount Primary School provides challenging and enjoyable learning through a range of sporting activities including invasion games, net & wall games, strike and field games, gymnastics, dance, swimming, and outdoor & adventure.
- ✓ We use and adapt a Scheme of Learning from Complete PE to ensure planning, content and delivery is age appropriate. This scheme ensures lessons, year on year, are progressive and ensures that the requirements of the National Curriculum are fully met.

- ✓ Pupils participate in one high quality PE lessons each week, covering two sporting disciplines every half term.
- ✓ In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sports clubs are available each day and children can attend after school sport clubs three evenings per week.
- ✓ Throughout the school year children are invited to attend local sporting events that foster 3 differing areas; come and try, engage and inspire and also competition. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.
- ✓ Workshop are interwoven into the curriculum such as bikeability, scooterability, first aid training, 5 ways to wellbeing to ensure a broader range of experiences and learning opportunities.

### Entitlement and Progression in Physical Education

We are committed to ensuring that ALL children receive high quality PE lessons which are planned, sequenced, and mapped out in broad and balanced blocks using Complete PE. We believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. A balance of individual, team, co-operative and competitive activities aim to cater for individual pupil's needs and abilities and ensures children develop confidence and appreciation of their own, and others', strengths, and weaknesses. The long-term plan is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all.

#### Early Years

Children in early years are provided with daily opportunities to explore physical education through play and other planned physical activities. They are also taught the fundamental movement skills through a series of well-structured lessons.

#### Key Stage 1

Children in key stage 1 are taught the fundamental movement skills through a series of games and activities. They are provided with basic skills that they can then explore and adapt. Children also complete units of dance, gymnastics and other areas of sport to allow them to transfer skills they have learned elsewhere in the curriculum.

#### Lower Key Stage 2

In years 3 and 4, children are given the opportunity to consolidate and further develop the skills they have learnt in key stage one. From this, they can utilise the practiced skills to solve problems and create challenges. They are given the chance to with each other 'train',

taking the roles of a coach or athlete, before being given chance to apply their skills in individual situations to reach their personal targets.

## Upper Key Stage 2

Opportunities are given to children in upper key stage 2 to apply their skills and begin to understand and apply tactics in competitive situations. Children develop problem solving skills in a range of contexts. Children in year five and six can attend a residential which allows them to experience physical education in an outdoor and adventurous setting. Throughout the key stage, sports-based lessons are not used to teach them how to play a sport, but to use the sport as a driver to teach the skills required to play that sport.

### Swimming

All children in Year 4 have weekly swimming lessons across the whole of the academic year. We believe that swimming is an important life skill and allows children to engage in a broad range of water based physical activities throughout their lives. It is our intent that all pupils leave our school able to swim the minimum standards set by the National Curriculum. To ensure that all children are given the opportunity to reach their full potential we also fund a weekly swimming lesson for children with SEND and SEMH needs as well as a week of intensive swimming lessons for pupils in Year 6 at the end of the summer term. All lessons are taught at a local leisure centre by fully qualified swimming instructors and is supported by trained staff.

### Out of school hours learning (OSHL)

Extracurricular activities are planned to enhance our curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in a range of activities, some which are competitive sport. Pupils are provided with information about local clubs and exit routes through specialist coaches and community sports organisations. Extracurricular activities are considered after receiving feedback from pupils as to what provision they would like whilst also considering age, gender and ability.

### Staffing/ Staff development

To achieve our intentions of ALL children receiving high quality PE lessons the school, through the PE subject leader, supports staff to gain confidence and competence in teaching high quality PE. This ensures that the ambitious curriculum which is planned and sequenced is well resourced in terms of staff competence, subject knowledge, and pedagogy.

Teachers lead their own class for PE and a staff survey is sent out each year to ascertain successes, confidence levels and areas of development. Following the results of the survey,

staff development and CPD is organised in the form of staff meetings, working alongside specialist staff and if needed additional training.

### Health and Safety

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- ✓ Safe storage of all equipment – all equipment is stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group.
- ✓ Annual safety equipment checks by a recognised maintenance contractor.
- ✓ Equipment to be checked at the beginning and end of use. All unsafe, damaged, or lost equipment to be reported to the PE Subject Leader.
- ✓ Knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place.
- ✓ For offsite activities, staff must familiarise themselves with specific risk assessments.
- ✓ Pupils are taught to recognise and take some level of responsibility for their own safety and are taught to recognise, and be aware of, hazards that are present from an early age.
- ✓ Pupils and staff adhere to the wearing of appropriate kit for PE sessions. Kit that presents no risk of injury to the wearer or other children. In the event that a child does not produce suitable kit school has a bank of suitable attire in reserve this includes swimming kit.
- ✓ Jewellery should be removed before the lesson and long hair should be tied back.
- ✓ Children are to come to school in their PE Kits.

### Inclusion

Working towards equal opportunities requires that teachers treat all children as individuals with their own abilities, difficulties, and attitudes, as stated in the school inclusion policy. The PE curriculum enables all children to benefit with no barriers to access or opportunity based on race, gender, religion, ethnic group, culture, or ability.

Staff are supported to differentiate and adapt their planning to meet the needs of our pupils through the STEP principle; looking at how to challenge all learners irrespective of their individual starting points. Staff have high expectations and use these to ensure pupils make good progress.

To further develop equal opportunities our PE lessons and wider PA focus on developing the whole children and we believe that cognitive, social and emotional learning should develop naturally alongside the physical development in everything that we teach. To recognise this

pupil are awarded with coloured bibs.

To ensure that barriers are removed, and that no child is left behind in their learning, all pupils are provided with a Greenmount hoodie. Alongside this, school provides additional PE clothing and resources (if needed) such as swimming suits/trunks, towels, shin pads, football kit, goalie gloves and walking socks.

### Cross-Curricular PE

We believe Physical Education is a great facilitator in cross-curricular themes and skills, rather than a standalone subject concerned exclusively with the acquisition of motor skills and techniques.

Below are some examples:

#### Maths:

- Counting and using the four rules when scoring games.
- Recording time using stopwatches when running over variable distances, or time keeping games.
- Measuring distances when throwing and jumping.
- Degrees of release in throws and bowling.

#### English

- Communicating with others.
- Providing structured feedback.
- Learning of key vocabulary.
- Study of literature, through ERIC's, RIC's and a range of mediums

#### Science

- The effects of exercise on the body.
- Developing an understanding of momentum and how it helps to build force and enable rolls.
- Learning the names of muscles in body tension exercises.
- Exploring weight transfer for jumping and throwing for distance

#### Geography

- Reading maps to navigate around a course.
- Learning how to orientate a map.
- Outdoor Adventurous learning.

#### Music

- Expressing an understanding of rhythm through movement.
- Counting music to create movement.
- Counting to stay in time with music and a group.

#### PSHE

- Developing leadership skills when coaching others.
- Developing relationships through partner and group work.
- Understanding the need to follow rules and play fairly.
- Opportunities to demonstrate the Sporting Spirit Values of respect, teamwork, honesty, determination, self-belief and passion.

## The Learning Environment

In line with other curriculum areas, learning objectives are shared with children and success criteria explained. Children understand their learning journey and are taught to self-assess and peer assess where appropriate. Children are encouraged to challenge themselves and to keep a record of personal achievements. PE displays are used to support subject knowledge and celebrate pupil achievement.

## **3. Impact**

### Assessment, Recording and Reporting.

The aim is that our planned PE curriculum will impact greatly on all our children's ability to acquire the knowledge, skills and understanding needed to make appropriate choices about their physical and mental health. The curriculum will develop positive self-awareness in children as they become physically competent. They will also demonstrate a healthy attitude to all forms of physical activity, to competition, showing respect for individuals, teams, officials, and coaches. Teachers' complete formative and summative assessment each half term. For formative assessment, indicators are provided for every strand, for every year group, so that assessments can be as accurate as possible. The judgements are then recorded onto a bespoke online tracker to show whether a child is great depth, working at or working towards the skill at each level whilst also providing data such as gender, EAL, PP and SEND

Swimming is assessed throughout the year at the end of each term, with every child expected to be able to swim 25 metres by the end of Year 6

Assessment encompasses the development of the whole child and includes aspects of physical skills acquired, the development of the child as a critical thinker, a tactician, and their progress in respect to social and emotional health. Regular informal assessment ensures that the curriculum is learnt and embedded to ensure that children are ready for the next stage in their learning.

### Leadership and Management Roles

The priorities set out in the PE and sport premium plan are monitored and the targets set are reported upon to ensure impact is maximised. The PE Subject Leader works collaboratively with the PE Link Governor and Head Teacher to scrutinise current and projected expenditure and understand the impact that the grant is expected to make.

The PE Subject Leader also monitors the impact of staff CPD ensuring that the desired outcomes in terms of improved provision for PE are met. Where possible good practice is shared, disseminated, and developed. Staff PE Skills audits are revisited annually to help ensure staff can be supported to develop their confidence and competence alongside lesson observations.

## Review

The policy will be reviewed in July 2025