



Samuel Allsopp

Primary & Nursery School

Physical Education Subject Policy
2024-2025

Schedule of review

Date written: **November 2024**

Shared with SLT/Governing body: **Awaiting Governor Ratification - November 2024**

Next review: **November 2025**

Samuel Allsopp Primary and Nursery School Intent Statement

At Samuel Allsopp Primary & Nursery School, our curriculum and all that we do intends to:

- Be supportive and inclusive of the needs for all learners
- Harness pupil independence & allows them to have a go at solving problems for themselves first
- Allow children to make their own 'informed' choices
- Develop their confidence
- Support them to be resilient and get into good habits for the future
- Prepare children for a life outside of school that enables them to make a positive contribution to British society
- Enable them to be proficient users of the English language – speaking and writing
- Widen their contextual vocabulary
- Work independently but also in teams
- Encourage children to go 'beyond their own normal' and experience new things
- Engage children in making a contribution and playing an active part
- Support parents to become active stakeholders in their child's learning
- Provide opportunities for the children to investigate, explore and play an active part in shaping their learning

Intent

Subject Statement

At Samuel Allsopp, we believe that all pupils should be able to experience physical education in a safe and supportive environment as this is vital and unique in its contributions to a pupil's physical and emotional development and health. We want pupils to become self-confident in their ability and manage themselves successfully in a variety of situations. It is also important for our pupils to be given opportunities to in a variety of sports and that that have the opportunities to develop their physical abilities. Our curriculum is designed based on the needs of our pupils and is reviewed regularly to ensure every pupil is given the opportunity to make progress and achieve. We use Quality First Teaching to ensure that disadvantaged pupils, pupils with SEND and higher attaining pupils are given the best opportunity to learn in a way which benefits them and enables them to achieve.

Aims

At Samuel Allsopp we aim for the following:

- To promote positive attitudes towards health and wellbeing, hygiene and fitness.
- To develop an ability to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules.
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement-based activities.

- To foster an appreciation of safe practice.
- To develop gross and fine motor skills through a range of relevant movement-based activities.
- To develop a sense of fair play and sportsmanship.
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- To foster an enjoyment, and positive attitude to the subject in school.
- To aim to provide physical exercise each day aligned to the Chief Medical Officers recommendations.
- To demonstrate improvements in performance that achieve Personal Best

Implementation

Teaching Approaches

PE is taught at Samuel Allsopp through the use of Complete PE. Pupils learn to build their physical capabilities by using a range of resources to help them develop and improve their physical abilities.

In each year group, pupils are taught PE to meet the aims and expectations of the national curriculum aims to

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

This provides them with the opportunity to gain the knowledge and skills required to be a successful learner and to have a thorough understanding of PE.

Early Years

In the Foundation Stage the children follow a half-termly cross-curricular topic based upon the development outcomes for each age and stage working towards the 'Early Learning Goals' – notably the aspect of Physical Development. All Early Years children have the opportunity to use outdoor play equipment, including climbing frames, in order to meet the requirements of the Early Years curriculum. Outdoor equipment is checked by contractors annually.

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be 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 should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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.

Alongside their peers, pupils with SEND are supported to access the PE curriculum. Pupils with SEND at Samuel Allsopp each have individual support plans in place that determine how they should be supported in their learning. These may include ensuring we use clear language and instructions are broken down into manageable pieces for all children to be able to meet the learning outcomes. Where interventions or additional teaching opportunities are required, pupils' learning in PE is supplemented by further resources to ensure they continue to access the curriculum in a way that is appropriate to them.

Curriculum

The PE curriculum taught at Samuel Allsopp is determined by the aims and objectives set out in the national curriculum and the compete PE lesson plans. Some aspects of our curriculum have been developed in response to particular needs or interests that we feel will benefit the pupils of Samuel Allsopp.

The following information details the curriculum topics taught in each year group at Samuel Allsopp.

Lesson Structure

PE lessons at Samuel Allsopp follow an agreed structure. All lessons will follow the complete PE lesson plan where warm up, teaching of skills, then applying the skills into a game situation and then cool down.

Resources

To support the teaching and learning of PE the following resources are used.

The school has a well-resourced PE store with a range of equipment for all children and activities. Equipment is checked regularly and replaced as and when necessary. Gymnastics equipment is checked by contractors annually.

All children have access to age appropriate gymnastic apparatus and the majority of staff have received specialist training from East Staffordshire School Sports Partnerships' (ESSSP). This training included safe practice in the setting out and use of the apparatus as well as specific guidance on appropriate PE clothes.

Phil Preston has responsibility to ensure that the resources required for pupils are prepared, distributed and replenished accordingly. Equipment audits will be carried out to ensure the correct equipment will be available to deliver the curriculum to the pupils.

Learning Environment

In line with other policies at Samuel Allsopp, the learning environment in PE lessons is in the school hall/gym (at Victoria Road site) or on the playground and the field (at Orchard site).

Health and Safety

Health and safety in PE is maintained to a high standard to ensure pupils and staff are protected from harm whenever possible. This includes both their physical and mental health, ensuring that Samuel Allsopp complies with the Health and Safety at Work etc. Act 1974.

As necessary, risk assessments will be conducted to ensure that all potential risks and harms have been identified and to ensure that staff understand how to respond should an unexpected risk occur.

Phil Preston is responsible for to ensure that the equipment is stored safely and that any damaged equipment is replaced/repared.

Parental Engagement

To support the teaching and learning of PE at Samuel Allsopp parents/carers will:

- Ensure their child has the correct clothing in school every day
- Support their child in games days

Remote Learning

In the case of remote learning opportunities being necessary in the future, pupils at Samuel Allsopp will continue to be taught PE through the use of online videos to support their fitness.

Impact

Feedback, Marking and Assessment

At Samuel Allsopp feedback is given to pupils in PE by speaking to individual pupils about their performance of a particular skill and also by feeding back to the whole class during the lessons.

Monitoring and Review

To ensure high standards of teaching and learning of PE are maintained, Phil Preston will regularly monitor and review staff practice in accordance with this policy. This process will be conducted termly.

Relevant data will be collected to enable monitoring processes to be conducted. This includes:

- The PE co-ordinator will monitor planning throughout the year (Short Term planning folder in staff room).
- The subject action plan (see School Improvement Plan) reviews progress over the past year and outlines new initiatives/developments. This is currently funded through Sports Premium funding.
- This policy will be reviewed and updated regularly, considering national and local developments.

To ensure that staff professional development is benefited by this process, subject leader Phil Preston will ensure that any relevant training or development opportunities are made available. Individual staff members will be given relevant feedback and will be celebrated or supported to develop their practice accordingly.

This policy will be reviewed annually to reflect any necessary changes required and to ensure that staff are kept up to date with expectations relating to PE.