



NEWFIELD PARK  
PRIMARY ACADEMY

## Physical Education Guidance

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# Physical Education Guidance



Healthy Schools

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## Our Vision

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Our school aims are:-

- To provide a safe and stimulating school environment.
- To promote high standards of teaching and learning.
- To value and develop all members of the school community.

## Curriculum

The school's curriculum is designed to meet the needs of its pupils, and its major aims are to provide all children with an education which will help them to:

- Enable all to achieve their potential, celebrating success within a caring environment.
  - Raise levels of attainment for all pupils, enabling them to achieve their personal best.
  - Foster a love of learning.
  - Develop confident, disciplined and enquiring learners, able to make informed choices.
  - Develop an increasing responsibility in pupils for their own life-long learning.
  - Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
  - Facilitate considerate and positive relationships between all members of the school community.
  - Ensure equal and inclusive opportunities in relation to gender, race, class, special needs and belief.
  - Value and respect all cultures.
  - Provide a safe and happy work place.
  - Promote a thoughtful attitude towards the immediate and wider environment.

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## **Philosophy/Rationale**

### **Why do we teach P.E. at Newfield Park Primary Academy?**

The physical development of children is usually well advanced by the time they start school. Young children quite naturally participate in vigorous movement for its intrinsic pleasure and, in doing so, they will already have learnt a great range of movements, together with a high level of control over their bodies. A good Physical Education Curriculum extends this ability and can also make a significant contribution to a child's emotional, intellectual and personal development, particularly their self-esteem. Children's feelings about their physical ability will often carry into adolescence and adult life and may affect their overall self-confidence. It is, therefore, imperative that we help children reach their full potential and to feel as positive as possible about this aspect of their lives.

Physical Education incorporates many aspects of Science and Health Education. Wherever possible, opportunities will be taken to teach pupils the importance of looking after their own body. The most significant contribution Physical Education can make to Health Education is in establishing habits of participation in enjoyable physical activity and in developing an understanding of the long and short term beneficial effects of exercise on the different body systems. Conversely, pupils should understand the consequences of lack of exercise and the effect of improper use of the body.

P.E. lessons can provide opportunities for work in other curriculum areas through the use of problem solving methods across its activities, for example, primary school practice in teaching mathematics has frequently adopted opportunities in P.E. lessons for measuring distances, times and weights and for explaining the concept of turning through angles.

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Some forms of physical expression both augment and may replace other forms of communication and pupils who find difficulty in oral or written communication, or whose mother tongue is not English, can often experience success and joy in expressing themselves in movement. Language skills can also be reinforced and utilised in description and analysing their own and other's performances. The development of these skills is an integral part of this curriculum area.

### Aims

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising, officiating and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE and a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- Provide opportunities for children to experience new sports/games and activities that could inspire them to join local clubs.

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- Allow children to work towards ensuring they are active for an appropriate amount of time each day, and inspiring them to make positive changes to their lifestyle.

### Early Years Foundation Stage

- To give opportunities for all children to develop their co-ordination and to practice gross motor skills; increase their understanding of how their bodies work and what they need to do to be healthy and safe.
- In the Early Years Foundation Stage at Newfield Park we aim to provide the children with a wide range of physical activities and experiences to motivate them to be active. We provide children with equipment and resources that are sufficient, challenging and interesting and plan activities that offer plenty of opportunities for physical activity.
- The Physical Development activities on offer to children in the EYFS at Newfield Park are:

Joining in with action songs and rhymes.

Joining in with circle games.

Riding bikes, scooters and wheeled vehicles.

Reception have hall time each week where the children take part in dance, gym, games and apparatus sessions.

Reception class also have use of the Active Playground equipment and the playground markings.

### Key stage 1

Pupils are taught to 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 are encouraged to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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.

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### Key stage 2

Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and how to link them to make actions and sequences of movement. They are encouraged to communicate, collaborate and compete with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are 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.

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- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Swimming and water safety**

We provide swimming instruction for years 3 and 4.

In particular, pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

### **Cross-Curricular Links - The contribution of P.E. to the curriculum**

There are opportunities and links that can be made between P.E. and other areas within the curriculum. P.E. can benefit and enhance work across the curriculum, just as the skills and knowledge gained from these subjects can contribute to the P.E. curriculum. Specific cross curricular skills may be as detailed below:

### **Inter-personal and Communication Skills**

Through Key Stages 1 and 2, children will develop:

- positive attitudes towards others,
- observe the conventions of fair play and honest competition,
- the ability to work co-operatively with others,
- the ability to communicate ideas easily, appropriately and effectively,
- an understanding that success can be achieved through practise and endeavour.

### **Technical Skills**

Children have opportunities to develop the following skills:

- measuring - time and distance
- recording - data collection and analysis.

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## **Thinking Skills/Decision making**

Children will have opportunities to develop:

- the ability to apply themselves to a variety of tasks,
- an understanding that success can be achieved through practise and endeavour,
- appreciate the strengths and be aware of the weaknesses of themselves and others.

## **Problem-Solving**

Children will develop skills and have opportunities to:

- apply problem-solving strategies to a range of tasks,
- understand and cope with success and failure,
- communicate ideas appropriately and effectively,
- behave responsibly towards each other and the environment,
- work effectively and safely with a group.

These skills will be particularly evident in games and adventure activities.

## **Use of information and communication technology across the curriculum**

Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects.

Pupils should be given opportunities to support their work by being taught to:

- Obtain information from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility;
- Develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy;
- Exchange and share information, both directly and through electronic media;



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- Review, modify and evaluate their work, reflecting critically on its quality as it progresses

### **Learning environment approaches to teaching and learning**

Pupils will be involved in their own learning as appropriate to their age, ability, and the activity and skill being taught. They will learn through practise and consolidation.

Pupils will progress and learn through teacher-led tasks to self-initiated tasks, and will, whilst developing specific skills for P.E., develop independence and individuality.

The P.E. curriculum may be enhanced by visits from sports personnel from the local community and beyond, giving them opportunities to experience a variety of new activities and be given opportunities to experience training offered by local clubs.

### **Staff will provide:**

- Opportunities for pupils to develop proficiency in all areas of the P.E. curriculum.
- A balance of P.E. activities throughout a key stage, according to the agreed scheme of work as well as within individual units of work and individual lessons.
- Opportunities for pupils to develop understanding in the value and pleasure of P.E.
- Provide children with opportunities to demonstrate their skills by competing in competitions either in school or in other locations against other schools.

### **Planning for Differentiation**

Planning for differentiation should incorporate:-

- pupil groupings, e.g. ability or mixed ability groups, or group, paired or individual activities.
- resources e.g. different equipment for different levels of ability.
- change to the space

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- pupil activity, e.g. different group tasks, different pupil roles and responsibilities, different allocations of time and variations of pace within the lesson to meet the needs of different levels of ability.
- other opportunities, e.g. extra-curricular activities, club links and interest groups for the development of excellence.

Differentiation by outcome is achieved by setting task which are suitable and appropriate for all the pupils' starting level and which allow the more able pupils to be challenged.

Pupils of low ability will need constant reassurance and patience to help improve their confidence. Tasks should also be adapted as necessary. Whilst the teacher may tactfully group pupils by ability, on no account should pupils ever be asked to pick teams. This can be a humiliating experience for the pupils who are picked near the end and reinforces their feelings of failure and inadequacy.

### Extra-Curricular Activities

As well as providing children with a variety of opportunities to take part in competitions to supplement their PE lessons, children will also be allowed to take part in sessions provided by local sports clubs. Newfield Park has been fortunate to welcome local tennis, cricket, golf and rugby clubs to give children specialist sessions, further improving their skills and confidence.

Children also have the opportunities to take part in a range of after school clubs, changing each half term to allow all children the opportunity to find a sport or activity they can enjoy and take part in.

### Organisation

Physical Education is, by nature, a very practical activity where pupils learn through first-hand experience. In view of this, pupils should be physically active for a substantial majority of their P.E. lessons.

It is the ethos of the school that pupils are encouraged for their achievements and that all feedback is as positive as possible. Constructive comments are made to support pupils who are struggling to achieve. It is only in this

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environment that pupils will have the confidence to attempt, and thus develop, their skills.

Teachers at both Key Stages will need to plan tasks using a variety of teaching styles in order to provide a broad P.E. Curriculum. It is imperative that there is a balance between:-

- grouped, pair and individual working.
- competitive and non-competitive activities.
- contact and non-contact sports
- the development of skills and tactical understanding.

Physical Education involves the development of co-ordination, knowledge, skills and understanding through an inter-related process covering planning, performing and evaluating. Two other elements are important when considering progression. These are independence and interaction, which relate to pupils' personal, emotional and social development.

### **The role of the co-ordinator**

The P.E. Co-ordinator is responsible for the monitoring and implementation of the P.E. Curriculum, the management of the P.E. resources and liaising with outside clubs and agencies as well as providing support where necessary.

The Co-ordinator is responsible for the evaluation of delivery of the subject following the National Curriculum. They will ensure correct skills are covered at appropriate levels and recorded in books as well as using school's internal assessment procedures.

Action plans and ways to develop the subject are undertaken and reviewed by the Co-ordinator, making sure school is compliant with the correct use of and reporting on use of PE and Sports Premium funding. S/he will also be involved with researching ways of developing active lifestyles and positive attitudes towards sport such as achieving School Games Award.

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### **Assessment and record keeping procedures**

Direct observation is the most obvious way of collecting evidence in Physical Education. Assessment of children's attainment is a continuous process and criteria are needed which can be used in assessing children's work in physical education, such as

- accuracy
- efficiency
- adaptability
- ability to do more than one thing at a time
- teamwork
- agility
- stamina to sustain participation
- imaginative performance
- use of photos/videos to evidence learning
- Online assessment after teaching each topic

Pupil assessments are made half-termly on our online data capture system after teaching each block of learning.

### **Special needs provision**

Wherever practicable, provision will be made for pupils with special educational needs where it affects their performance in P.E. They may have sensory difficulties, physical difficulties, cognitive limitations and/or emotional and behavioural disorders. At Newfield Park we believe every child has an equal right to a rounded education that allows them to achieve their full potential. All pupils, regardless of ability or background, should have the opportunity to fully develop their capabilities. We recognise that some of our children may have more than one area of significant need and that teaching and learning will need to be skilfully adapted to meet those needs. This may be accomplished by:

- planning lessons to ensure that all tasks can be appropriately scaffolded or differentiated to accommodate children with SEND, ensuring that they can access the same, or similar, tasks as the rest of the class, in line with the curriculum.
- Using a wide range of Wave 1 teaching strategies – this may involve the use of additional equipment, thinking time, pre-teaching, using a study

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buddy, breaking instructions down into chunks, visual timetables, setting clear goals or building relationships.

- Translating instructions and tasks as appropriate to accommodate children who have English as an additional language.

Accounting for the needs of more able and gifted children by making tasks more challenging, appealing to their problem solving, reasoning and critical thinking skills and creating appropriate extension activities. This can be achieved through the use of a technique such as STEP. This looks at differentiating lessons in 4 main ways, the skill (S), the time available for the child (T), the equipment available (E) or the people involved in the activity (P).

### Equal opportunities

Quality success and excellence should be the target for all.

All children are entitled to receive and benefit from a P.E. curriculum that is appropriate and which recognises their individual needs, irrespective of gender, race, disability or special abilities. All pupils have an equal entitlement to become independently active.

Although some games and activities have traditionally been preferred by one sex, we do not wish to assume such stereotypes; thereby depriving pupils of the opportunity to enjoy a variety of activities. Throughout the whole school, *all* pupils will learn *both* hand ball *and* football skills and take part in related small group games. There will be no single sex groupings. Similarly, we will encourage both sexes to participate in any of the after school activities.

### Pupil Premium

Newfield Park is committed to addressing the additional needs of children who may come from disadvantaged backgrounds or who receive additional Pupil Premium funding. Staff understand the importance of quality teaching for all, identifying potential barriers for learning and exploring varied teaching methods and interventions to achieve the best outcomes.

Staff regularly use data to track and monitor progress and seek to engage parents in all areas of their child's learning. Strategies at the core of our practice include collaborative learning, high quality feedback, metacognition techniques, raising aspiration and the use of digital technologies.

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### **Safeguarding**

Newfield Park is committed to providing an environment where all stakeholders feel safe. Children are encouraged at all times to share any worries and concerns that they may have and know who to approach if they feel unsafe. Through varied teaching and learning experiences children learn how to keep themselves safe as part of our broad and balanced curriculum.

In Years 5 and 6, the organisation for changing for P.E involves the use of single sex groupings. When swimming in Years 3 and 4, safeguarding practices and procedures reflect the stringent policies of both Newfield Park Primary Academy and Haden Hill Leisure Centre. Risk assessments are completed prior to school based P.E lessons (see below)

If, during the course of a lesson, the teacher becomes aware of any child protection concern, or a child makes a disclosure of such a concern, they will immediately log this on the CPOMS system and follow the school's wider safeguarding policy.

### **Health and safety**

All teachers are responsible for safety in their own lessons and should, therefore, be familiar with the procedures associated with the teaching of particular activities. Risk assessments are in place for individual sports and the equipment used to conduct P.E lessons. All staff will carry out simple risk assessment procedures before, during and after every P.E. session. Staff will encourage pupils themselves to undertake simple risk assessment procedures during P.E. sessions.

General Risk assessments have been completed and documentation is available for the following:

- Swimming sessions - travel and lesson.
- P.E. activities in the Hall.
- P.E. activities in the Playground.
- P.E. activities on the Field.
- Off-site activities.

Please refer to P.E. co-ordinator.

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Specific risk assessment documentation will be completed for off-site activities, by the staff concerned.

It is the responsibility of the Head Teacher, Governors and the activity leader to ensure that a risk assessment has been carried out.

It is imperative that good discipline is maintained throughout a P.E. lesson. Pupils should always be aware of what is expected of them and the reason for that expectation. The noise levels in the hall should always be such that pupils can hear the teacher's instructions/signals. Class Teachers should position themselves in the hall so that they are able to observe the whole class.

### **First Aid and Accident Procedure**

If accidents occur during P.E. lessons, staff will follow the school's Accident and Emergency Procedure. If minor accidents occur, pupils will be instructed to go to the school office where the incident can be referred to the school's qualified First Aid representatives.

**ALL** serious accidents that occur during P.E. lessons will be recorded on a school's Accident/ Incident Report Form, and a copy sent to parents.

**Any** head injuries will be reported to parents.

Some asthmatic pupils may need to keep their inhaler to hand during a P.E. lesson and, if this is the case, they should be taught to take responsibility for getting this themselves. Pupils with severe allergies should also carry their epi-pens with them at all times.

### **Dress**

In the interests of health and safety, all pupils at Newfield Park Primary Academy are required to wear appropriate kit for all P.E. lessons. This includes T-Shirt, shorts and suitable pumps, trainers and a pair of socks specifically for

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P.E. During the winter months children are encouraged to wear gloves, sweatshirts and track suit bottoms.

A limited supply of spare P.E. clothing is available for pupils who do not have the correct kit. However, if kit is consistently forgotten (2 weeks), a letter is forwarded to the pupil's parents.

Pupils do not take part in any P.E. lesson unless they have the appropriate kit.

Teachers should also change for P.E. into suitable footwear and a track suit as a model to show that appropriate clothing is needed for these activities. It is important that teachers' footwear enables them to move quickly without risk of slipping.

For pupils, the dress code is as follows:-

- black shorts
- T-Shirt in the child's house team colour.
- Black pumps for indoor and trainers for outdoor sessions.
- Sweatshirts and jogging bottoms for the winter outdoor sessions.

For safety reasons, it is imperative that the indoor dress code is followed for gymnastics lessons. Under no circumstances should children wear track suit trousers, tights or socked feet on apparatus as this can be dangerous. Long hair must be tied back at all times.

Pupils should not wear any jewellery at any time in school because it is potentially dangerous in large groups of children, particularly in P.E. lessons. For example, watches and earrings must be removed prior to a lesson.

### **Non-Participants**

Non-participants are considered to be pupils who:

- a) do not have safe, correct kit or who have forgotten kit for the lesson
- b) have earrings that cannot be removed for any reason, but usually because they have recently had their ears pierced
- c) are unable to participate due to health or medical reasons.



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This should have been put into writing and the class teacher informed in advance of the lesson.

Staff will make a decision as to the role of non-participants with the following in mind:

- a) the requirements of the National Curriculum
- b) the pupils safety
- c) the sensitivity of the situation
- d) the keeping of records of consistent non-participants and the reasons given (Inform SLT)
- e) negotiation with parents where non-participation is questionable.

Staff will endeavour to include and involve non-participants in lessons in some way, such as planning, evaluating and officiating.

**Pupils will not be left in classrooms unattended at anytime.**

### **Inclement Weather**

#### **Definition of Inclement Weather**

Inclement weather can be defined as any weather situation which may create a hazard/danger to the pupil's i.e. icy/snowy conditions, wet conditions or muddy/slippery conditions.

### **Lesson Alternatives**

- a) If possible, the games lesson will be swapped to another time
- b) If the hall is available, it can be used for the introduction of new games as well as skill practice
- c) If neither of the above options is available, then a health related lesson may be an alternative which will be in line with the school's Health Policy, Scheme and Guidelines.

### **Sports Premium Funding**

School is in receipt of the PE and Sports Premium funding which aims to help school provide sustainable goals and a legacy of sport for pupils. In recent years the funding has been spent on the provision of qualified professional PE

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coaches that provide children with high quality PE lessons, as well as providing teaching staff with CPD opportunities for personal and professional development. This will allow staff to plan, deliver and assess better quality lessons and therefore improve the experiences of children in their physical education.

This funding is also used to provide children with new and appropriate equipment for a range of sports and activities, allowing them to enjoy their lessons and experiences, develop their skills and confidence and lead to a lifelong enjoyment of sport. This will hopefully encourage them to attend extra-curricular clubs outside of school hours, either provided by school or other local clubs.

In relation to after school clubs, the Sports Premium funding allows for a wider range of activities to be provided for, as well as subsidised. This allows for all children to have equal opportunity of access to these clubs, by reducing the cost which could hinder some from attending. This is aimed at giving all children the chance to shine and enjoy sports, and hopefully encourage them to participate in local clubs to take their abilities further.

The sports premium funding is also used to help subsidise costs of entering competitions as well as the transport to them. This allows school to enter a wider variety of competitions, with children of all ages and abilities. Some of these competitions are targeted towards specific groups of children and are beneficial in promoting self-confidence, healthy lifestyles as well as improving sporting ability.