



Middleforth Church of England Primary School

PE Policy 2021-22

Date written: October 2021

PE Co-ordinator: Mrs Coulthurst

Revision: 09

To be revised: October 2022

Mission Statement

'Let Your Light Shine.'

Matthew 5:16

We seek to promote:

Faith

Resilience

Independence

Curiosity

Communication

Aspiration

INTRODUCTION

This policy document outlines the views of Middleforth CE School in relation to how P.E is taught and how it facilitates the acquisition of knowledge, skills and understanding of the subject. It provides a basic framework through which all staff, teaching and non-teaching, can approach P.E and gives guidance in areas such as curriculum content, planning and evaluating.

IMPACT STATEMENT

At Middleforth CE School we believe that Physical education develops pupils' physical competence, confidence, and skills and helps promote positive attitudes towards active and healthy lifestyles, across the range of areas of activity.

It applies to all children in school regardless of age, gender, race and faith and is inclusive to children of all abilities.

The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being.

A broad and balanced physical education curriculum is intended to provide pupils with increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.



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Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and developmental tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their potential.

A balance of individual, paired and group activities; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas, aim to promote a broad base of movement knowledge, skills and understanding. They also contribute to developing a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of age, gender cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving.

Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is part of a cross-curricular effort, with P.H.S.E. and Science.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, numeracy, PSHE and ICT skills, where and when appropriate.

DIFFERENTIATION

Provision in physical education caters for the needs of all children from the physically gifted to physically challenged. Every child has the opportunity to achieve as high a standard as possible whereby staff:

- Modify activities where necessary; change space, equipment, rules and time. Suggestions for differentiation of challenges are alongside core tasks in P.E.
- Set up parallel activities e.g. ability matched games, standing or seated activities.
- Use adapted games -Youth Sport Trust's cards and Matalan Tops Cards

ENTITLEMENT AND EQUAL OPPORTUNITIES

Having achieved the School Games GOLD Award, Middleforth CE School is seeking to maintain two and more hours of P.E. and physical activity available to children within and outside that of normal curriculum time.

All pupils can access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils. From September 2021 the school will be using the PE Passport app, alongside some externally-coached units, to deliver lesson which aim to ensure children are



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provided with appropriate and effective opportunities to actively participate and benefit from the whole range of learning opportunities

Middleforth CE School uses the PE Passport app, which is based on the Lancashire Scheme of Work, as a basis for the PE curriculum. Most lessons include advice on breaking down skills and activities to make it easier or adding challenge to make it more difficult. A range of PE resources are available in all lessons so pupils can choose equipment match their ability to meet the task. Apparatus can be modified to allow pupils to work at different levels and in their own time; individual can work at parallel activities and specialist equipment and resources are available for some pupils, supported by the teacher/classroom assistant.

Pupils of similar ability can often be grouped together to aid their progress and sometimes, pupils may be paired or grouped with others of different ability to encourage progress through peer and reciprocal teaching approaches.

Using the plans, teachers consider their approaches to teaching and learning to cater for of the range of abilities within the class, thus ensuring individual needs are met and pupils are engaged in physical activity in positive and meaningful ways.

School Sports Funding is used in school to provide the services of specialist coaches from Preston North End Education Program to work with and alongside class teachers to ensure that all children can access high quality physical education.

AIMS

The school aims to:

- provide a curriculum that satisfies the needs of the National Curriculum and which enables all pupils to fulfil their potential
- develop a whole school approach to promoting physical activity
- develop a range of psycho-motor skills and control of movement
- develop an understanding of the important role of exercise in achieving and monitoring a healthy lifestyle
- develop co-operation, through working with others
- establish good habits and awareness of safety and personal hygiene
- develop and appreciate the need for determination and perseverance in the pursuit of personal targets
- encourage pupils to comment on their own performance and that of others
- develop pupils' self-confidence and self-esteem
- promote enjoyment through physical activity



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- develop an appreciation of fair play and respect for others
- provide sporting links within the local community
- provide worthwhile out of school activities
- create the stimulation and interest to encourage life-long participation in sport
- develop knowledge of different cultures (e.g. in traditional dance) and recognise how sport can transcend cultural boundaries
- provide cross curricular links e.g. in application of number and use of ICT to collect, analyse and evaluate data

Specific Curricular aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency (acquiring and developing)
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying)
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance (improving and evaluating)
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health)
- To develop the ability to work independently, and communicate with and respond positively towards others (working alone and with others)
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others safety and well-being (applying safety principles)

PE KIT

On the days that pupils have their PE sessions, the children are encouraged to come to school dressed appropriately for their lesson. The kit is as follows:

- White T-shirt
- Royal blue shorts/ cycling shorts
- Pumps / trainers for outdoors
- A pair of dark tracksuit bottoms for outdoor sessions in winter
- PE Hoodie (optional)

Long hair is expected to be tied back and, in accordance with school policy,

no earrings or jewellery should be worn. Staff are expected to dress appropriately for the session.

KEY STAGE ONE OBJECTIVES



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GAMES

Games are taught in every year during Key Stage One and are developed through simple co-operative and competitive situations, progressing from individual activities, to working with a partner, to working in a small group.

Lessons include all of the generic skills essential in game play, using a wide variety of games equipment.

Children will participate in both indoor and outdoor lessons depending on the unit being taught and other factors, such as the weather.

Skills:

- sending (throwing, striking, rolling, bouncing)
- receiving
- travelling with
- running, chasing, dodging, avoiding
- spatial awareness

Pupils are taught to:

- travel with, send and receive a ball and other equipment in different ways
- develop these skills for simple net, striking/fielding and invasion- type games
- play simple, competitive net, striking/fielding and invasion type games that they and others have made, using simple tactics for attacking and defending

By the end of the Key Stage most children should be able to:

1. Send a variety of objects e.g. balls, hoops, quoits, and beanbags.
2. Catch or receive objects, which are sent accurately.
3. Play simple games alone and with others, using simple rules devised by themselves or the teacher – experiencing being a team member.
4. Show a basic awareness of space and appreciation of others within a games situation.

GYMNASTIC ACTIVITIES

Gymnastic activities are taught indoors, in every year during Key Stage One. The main focus is body awareness, concerning the development of control, coordination and versatility. Strength is developed and flexibility maintained.

The children will experiment with and are taught the basic natural actions of:

- travelling



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- turning
- rolling
- jumping
- balancing
- climbing
- take-off and landing/flight

Pupils are taught to:

- perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
- develop the range of their skills and actions (for example, balancing, taking off and landing, turning and rolling)
- choose and link skills and actions in short movement phrases
- create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed

By the end of the Key Stage most children should be able to:

1. Perform confidently, travel with varying degrees of control and co-ordination, all of the basic gymnastic actions.
2. Use apparatus to get on/off, under/over, along, around and through.
3. Land safely when jumping or moving from apparatus of various heights.
4. Remember and refine actions, linking them together into a simple sequence.
5. Lift, carry and place a range of simple apparatus safely, under adult supervision.

DANCE

Dance is taught, in every year during Key Stage One. It is concerned primarily with developing control, co-ordination, balance, poise, elevation and individuality. It also encourages aesthetic awareness and the appreciation of quality in movement.

Children are taught to develop the above elements through the basic actions of:

- travelling
- jumping
- turning
- gesture
- stillness
- shape

Pupils are taught to:

- Use movement imaginatively, responding to stimuli, including music, and performing basic skills



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- Create and perform dances using simple movement patterns, including those from different times and cultures
- Express and communicate ideas and feelings

By the end of the Key Stage most children should be able to:

1. Appreciate and use contrast in speed, in effort and in spatial aspects, for example, quick/slow, strong/light, wide/narrow, high/low.
2. Appreciate and respond to, contrasting sounds in music, percussion and words and to be able to react to simple rhythms.
3. Convey through movement the elements contained in text (including different times and cultures) and to express appropriate characteristics and moods.

At the end of KS1 children will be assessed the 10 Fundamental movement skills for PE

KEY STAGE TWO OBJECTIVES

GAMES

Games are taught in every year during Key Stage Two and include all of the common skills and principles, including attack and defence, in invasion, striking/fielding and net/wall games.

Skills are taught progressively leading into small-sided games and simplified versions of recognised competitive team and individual games. The generic skills previously taught, of sending, receiving, striking, and travelling with a ball are incorporated into specific games skills e.g. soccer, netball, cricket, tennis, tag rugby

Pupils are taught to:

- play and make up small-sided and modified competitive net, striking/fielding and invasion games
- use skills and tactics and apply basic principles suitable for attacking and defending
- work with others to organise and keep the games going

By the end of the Key Stage most children should be able to:

1. Strike or send a ball with reasonable accuracy by using different parts of the body and a variety of implements.
2. Catch or receive objects, taking into account, for example, the flight of a ball, the movement of others.
3. Invent their own games, selecting appropriate equipment, size and shape of playing area and numbers of participants.



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4. Participate in small - sided team games involving varying numbers of players and experience a variety of roles, including officiating – within these games, show due concern for others.
5. Conform to rules including those of their own devising.
6. Learn and apply skills and tactics in selected games and have a basic understanding of how to analyse them in order to improve performance.

GYMNASTIC ACTIVITIES

Gymnastic activities are taught in every year during Key Stage Two and focus on developing body awareness, control, co-ordination and quality of movement.

Pupils are taught:

- Turning, rolling, jumping, balancing, travelling, take-off and landing
- To create and perform fluent sequences on the floor and using apparatus
- To include variations in level, speed and direction in their sequences

By the end of the Key Stage the children should be able to:

1. Combine basic actions e.g. rolling and balancing to produce sequences, which show a degree of continuity with appropriate variation of speed, level and direction.
2. Understand and be able to show how body tension, clarity of shape, extension and fluency can influence quality.
3. Perform sequences on the floor and on apparatus of different heights.
4. Practise, repeat and refine skills and sequences.
5. Copy sequences devised by others.
6. Reproduce some specific actions, for example, forward and backward rolls.
7. Select and apply actions appropriate to the task and to the apparatus.
8. Land safely and in control and receive their weight appropriately according to the preceding action.
9. Observe and make positive evaluation of their own work, and that of others.
10. Lift, place, carry and use a range of apparatus safely and contribute to planning, designing of apparatus layouts, under the supervision of an adult.

DANCE

Dance is taught in every year during Key Stage Two. Within dance lessons children are taught to compose and control their movements by varying:

- shape
- size



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- level
- speed
- tension
- continuity

Pupils are taught to:

- create and perform dances using a range of movement patterns, including those from different times, places and cultures
- respond to a range of stimuli and accompaniment

By the end of the Key Stage most children should be able to:

1. Respond to rhythms, moods, and qualities in music, text, photo's objects and sounds.
2. Develop and repeat phrases of movement in dance, with clear beginnings, middles and ends.
3. Express simple ideas and feelings clearly using a range of gestures and actions.
4. Show control, coordination, balance and poise in the basic actions of travelling, elevation and stillness.
5. Improve quality by varying shape, size, direction, level, speed, tension and continuity.
6. Describe, interpret and evaluate aspects of their own and others performance.

ATHLETIC ACTIVITIES

In athletic activities the focus is upon developing the natural physical actions of running, jumping and throwing. These activities also provide excellent opportunities for promoting physical fitness and an understanding of how the body works. They are taught to measure, compare and improve performance.

Pupils are taught to:

- take part in and design challenge and competitions that call for precision, speed, power or stamina
- use running, jumping and throwing skills both singly and in combination
- pace themselves in these challenges and competitions

By the end of the Key Stage most children should be able to:

1. Use a variety of basic techniques in running, jumping and throwing, leading to the specific athletic activities.
2. Be aware of simple safety requirements within athletic activities.
3. Measure, compare and improve performance.



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4. Experience healthy competition.

OUTDOOR AND ADVENTUROUS ACTIVITIES

OAA has the potential to satisfy the need for excitement and challenge in a positive way. It also provides opportunities for learning about others the environment and ourselves. Middleforth CE school offers Key Stage 2 children the opportunity to participate in off-site OAA at LEA and other Outdoor Centres such as Tower Wood and The Anderton Centre. All pupils will experience OAA, e.g. orienteering/treasure trails in the school grounds. These activities include both physical and problem-solving challenges, working individually and with others.

Pupils are taught to:

- take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments
- use a range of orienteering and problem-solving skills
- work with others to meet the challenges

By the end of the Key Stage the children should be able to:

1. Undertake simple orientation activities, using appropriate skills.
2. Show an understanding of safety in the outdoors and how to avoid danger.
3. Appreciate the need for mutual support and trust working in a challenging environment.
4. Find solutions to a variety of problem-solving activities.
5. Show an appreciation and regard for the outdoor environment

SWIMMING

Swimming is a crucial survival skill and an essential prerequisite for a range of activities in and around water. It provides an excellent form of all-round exercise and contributes to the development of flexibility, strength and stamina. Pupils in Key Stage Two (Y5) attend Priory Leisure Centre (for a term) where qualified coaches and accompanying staff support Middleforth CE Staff in the delivery of lessons in a safe environment.

Pupils are taught to:

- pace themselves in floating and swimming challenges related to speed, distance and personal survival
- swim unaided for a sustained period of time over a distance of at least 25m
- use recognised arm and leg actions, lying on their front and back
- use a range of recognised strokes and personal survival skills (for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving)



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Children in Y5 will have one term swimming sessions during KS2 and any children unlikely to be capable of achieving the required 25 metres at the end of their sessions in Y4 will be offered top up sessions in summer term Y5 and/or 6 that are funded by the School Sports Premium Grant.

CURRICULUM BALANCE – KEY STAGES 1 & 2

The long- term plan is based on each class having an allocation of 2 hours of PE time per week. The plan is designed to ensure that continuity and progression from year group to year group is achieved. Core tasks for assessment are built in to run alongside many of the units and are recorded via the PE passport app.

Details of the PE Curriculum are documented on the Long-Term Plan.