



Motivate and Celebrate Success

Physical Education

at Mount Charles School

Policy Agreed: Autumn 2022

Policy Review Date: Autumn 2023

Introduction

At Mount Charles School, we recognise the importance PE plays in the curriculum and are committed to providing all pupils with opportunities to engage fully in Physical Education (PE). PE should provide opportunities for all to become physically literate and confident in a way that also supports their health and fitness. Pupils should acquire not only physical skills, knowledge and understanding, but also the awareness and importance of leading healthy, active lives as well as the values of sportsmanship, fairness and respect through the sports and activities they undertake.

Aims

We aim to consistently deliver high quality PE lessons which are exciting, challenging and enjoyable and provide many varied learning opportunities. Through our curriculum and extra-curriculum offer, we aim to:

- develop knowledge, skills and understanding across a range of sporting activities;
- engage in moderate to intense physical activity over sustained periods of time;
- develop positive attitudes towards participation in physical activity;
- encourage healthy and active lives, picking up positive habits for the future;
- provide a safe learning environment for physical activity and an understanding of the need for safety;
- use PE & school sport to build pupils self-confidence and self-esteem;
- provide pupils with opportunities to become aware of and conform to the principles of fair play, demonstrating good sporting behaviour;
- understand how to persevere, succeed and acknowledge others' success;
- encourage pupils to take initiative, lead activity and focus on improving aspects of their own performance;
- compete in games and activities in a collaborative team;
- participate in competitive sports and activities;
- increase participation in competitive sports both in and out of school;
- encourage involvement in extra-curricular sporting activities and develop community and club links.

Teaching and Learning

The National Curriculum states that:

'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.'

The national curriculum for physical education aims to ensure that all pupils:

- 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.

At Mount Charles School we cover the National Curriculum Programmes of Study in PE as stipulated in the PE National Curriculum 2014 document. We have purchased a scheme of work published by Val Sabin to support teaching and learning in PE. The lesson plans within the scheme are designed to exceed the National Curriculum guidelines and are focussed on developing physical literacy across the school. It enables our teachers to deliver the PE National Curriculum effectively by teaching units on athletics, dance, games, gymnastics and outdoor & adventure. Our PE curriculum is mapped out across each year group and key stage. The skills and knowledge that pupils need are developed systematically with the programme of study for each year group building on previous learning and preparing for subsequent years. This ensures that we build skills and knowledge progressively. We teach lessons so that pupils:

- develop fundamental movement skills;
- improve agility, balance and coordination;
- engage in competitive and co-operative physical activities in a range of increasingly challenging situations;
- enjoy communicating, collaborating and competing with each other;
- compare their performances with previous ones - recognising their own success and demonstrate improvement to achieve their personal best.

EYFS

We recognise the importance of physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under physical development; moving and handling and health and self-care. Pupils learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Pupils learn the importance of good health of physical exercise as well as a healthy diet and talk about ways to keep healthy and safe.

Pupils in the EYFS have PE lessons to give them the opportunity to practise movement skills and develop coordination. They learn through Val Sabin games and gymnastics units. Pupils participate in activities whereby they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. The above skills and acquired knowledge are subsequently built upon when pupils enter Key Stage 1.

KS1

In KS1 the national curriculum expectation is that 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 both 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.

At Mount Charles School pupils in KS1 have two timetabled slots of PE each week. Using the Val Sabin planning, the following units are taught throughout the year:

- athletics, dance, games, outdoor & adventure and gymnastics.

KS2

In KS2 the national curriculum expectation is that 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 adventure activity challenges both individually and as part of a team;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

At Mount Charles School pupils in KS2 have two timetabled slots of PE each week. Using the Val Sabin plans, we cover the following units during the year:

- athletics, dance, games, outdoor & adventure, gymnastics and swimming.

Swimming and Water Safety

All pupils must have access to swimming instruction in either key stage 1 or 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres;
- use a range of strokes effectively such as front crawl, backstroke and breast stroke;
- perform safe self-rescue in different water based situations.

At MCS we have a passion for teaching pupils to swim. Before the Pandemic, two of our KS2 year groups received weekly swimming lessons at Polkyth Leisure Centre each half term. They were taught by expert swimming coaches with support from MCS staff. Since the pandemic, we have needed to change our provision in line with new policies in place at Polkyth. We now offer intensive week-long

swimming sessions for each year group in KS2. Our aim is to offer each year group two of these week-long blocked units per year. This is currently under review, pending availability. We recognise the importance of this life skill in a county surrounded by water therefore, we are committed to developing our swimmers beyond the national minimum requirements. We pride ourselves on achieving outstanding results and fostering life-long enjoyment and respect for water safety.

Effects of Covid 19

It has been widely acknowledged that inactivity amongst pupils during this period has had an adverse effect on their well-being. At MCS, we have attempted to address this in a variety of ways. We adopted a carefully planned fitness PE unit used across the school when pupils returned to school after the summer 2020 lockdown period. This was designed to focus on the ABCs (agility, balance and co-ordination) and also promote team work and co-operation skills needed in all aspects of PE. We continue to use this unit once in each year group annually. Pupils have access to a 'personal best' extra-curricular club in the summer term with a focus on fitness and stamina. Though intended as an initial response to lockdown, we have seen the continued benefits and so it remains a part of our extra-curricular offer.

PE Lessons

There is no official mandate on how much time should be given to PE teaching. However, in line with guidance provided by national sporting bodies such as AfPE (Association for Physical Education), we aim to teach two hours of PE each week. We have a timetable for the school allocating the indoor and outdoor spaces to ensure two PE slots. Teachers are responsible for teaching PE to their class. Specialist PE teachers also teach classes as part of PPA cover time.

The Val Sabin lesson plans are split into four sections. Each lesson has a warm up, skill development, game activity and concluding (cool down) activity. The plans are based on improving pupils' skills. They give plenty of opportunity to practise previously taught skills and to build upon them.

There is a focus on small-sided games to encourage co-operation and skill development. By having small teams, the emphasis is on all pupils participating. We have boxes marked on our playgrounds as mini courts to encourage small-sided games.

Progression is built into each half term unit and across the key stages. The units introduce tactics incrementally and build towards team sports through the school eg. explicit teaching of co-operation, tactics, rules, increasing numbers in teams and through creating games.

In addition, an accompanying learning objectives sheet for each unit is used. This has been written by the PE lead and gives each lesson a clear focus. The learning objectives link to the progression mapping of skills and knowledge in PE across the school and ensure thorough coverage.

Progression maps and assessment

Our progression maps show the development of skills and knowledge in PE across the key stages and the school. They show how the units we teach will achieve the aims of the national curriculum.

We have individual progression maps for the strands that we teach (for example gymnastics) and we also have progression maps broken down by key stage. The progression maps by strand accompany the planning documents used by teachers and help with the planning process. The progression maps by key stage are used for record keeping. Teachers update

these half-termly to show the learning that has been covered. These are then reviewed by the PE lead to ensure that we have suitable coverage throughout the school. Monitoring the maps will also help the PE lead to identify any gaps and to formulate plans for catching up this learning. In addition, it helps to identify any CPD opportunities needed to support staff.

Assessment is carried out on a half-termly basis using the school assessment tracker, Insight. Teachers assess against the learning objectives that were written to accompany the units. Pupil attainment in PE is monitored by the PE lead. It will also form part of the hand over process as pupils move on to their next class. Teachers are expected to use these assessments to support future planning and differentiation.

Equal opportunities and Inclusion

We want all pupils to benefit from our PE curriculum and school sports offer at Mount Charles School. There are no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability (see our Equal Opportunities Policy). For pupils with disabilities or health conditions we will adapt activities to suit their individual needs in accordance with their individual healthcare plan. Where appropriate, this may mean providing specialised equipment, differentiating activities, offering a parallel or separate activity or setting a challenge appropriate to their skill level. For some pupils, inclusion will be achieved with support from a teaching assistant.

Pupils with special educational needs are, where possible, allowed access to the Physical Education National Curriculum in its entirety. The amount of participation is at the discretion of the class teacher, in consultation with the child and the parents, bearing in mind all usual safety rules. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials and adult support.

In our PE lessons, boys and girls are taught together and compete together in games and school matches. However, in athletics, cross country and swimming competitions there are separate races for boys and girls as recommended by the English Schools Athletics Association and the Amateur Swimming Association. Increasingly, there are more opportunities for our girls to compete in their own football competitions in part thanks to the higher profile of the women's professional game.

Health and Safety

Risk assessments are in place for each aspect of PE. This includes competitions and festivals that the school attends both during and after school hours. These are reviewed and updated as required. Gym equipment is inspected annually by an external company and additional guidance is taken from the safety guidelines published in '**Safe Practice in PE and School Sport**' provided by the Association for Physical Education. First aid kits and radios are taken to PE lessons. The majority of our support staff hold first aid qualifications.

Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.

PE Kit

Pupils change into PE kit prior to their lesson. They should wear a Mount Charles T-shirt, black shorts and trainers or plimsolls. They are encouraged to wear jogging bottoms and their school jumpers for outside PE when the weather is colder. Pupils will walk to the hall in shoes but will work in bare feet when learning dance and gymnastics. Shin pads are available to use when playing competitive games during football and hockey lessons. They must be worn when playing football matches for the school.

For swimming, boys should wear trunks (not baggy) and girls should wear one-piece costumes (not bikinis).

Details of PE kits, and where to buy clothing can be found on our website.

Jewellery

For safety, jewellery should not be worn in school and therefore not in PE lessons either. If earrings have to be worn because they have been recently pierced, then pupils must wear studs only. These will have to be removed or taped over by the child during PE. Watches also need to be removed.

Staff Dress

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible, jewellery should be removed to set a good example.

Role of the subject leader

The PE subject leader will:

- monitor the teaching and learning of PE within the school
- produce a PE Progression Map to ensure suitable coverage of National Curriculum aims across the school
- monitor the progression map termly and update it when necessary
- provide staff with a scheme of work (Val Sabin) and other resources needed to support successful lesson planning in PE
- provide staff with objectives and success criteria for each half-termly Medium Term Plan
- provide staff with 'Sticky Knowledge' to help them teach the key skills of the topic
- assist with record keeping and assessment of the subject
- keep up to date with new developments and inform staff
- where possible informally observe PE lessons to identify competency and training opportunities
- audit resources regularly and take overall responsibility for equipment and resources
- ensure that PE resources are available and appropriate to the needs of the staff
- produce a Subject Action Plan annually which is aligned with the SDP (School Development Plan)

- review this plan regularly and submit Termly Impact Reports
- promote PE and the importance of daily physical activity and ensure that PE maintains a high profile within the school
- engage fully with the performance management process
- manage the roles of the Sports Apprentice or Sports HLTA
- be responsible for the PE and Sport Premium as detailed below

PE and Sport Premium

Since 2013, schools have been given this premium by the government in order to increase the opportunities for pupils to engage in regular physical activity. At MCS we follow the guidance and publish how we have spent this premium and how it has benefited our pupils. It is published on our website (currently in July) under the statutory information tab. The spending is planned by the PE subject leader to address each of the five key indicators. The spending is subsequently agreed by the headteacher and is presented to governors. Full details of the spending are to be found on the school website. The five indicators are listed below.

1. The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all pupils and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

Extra-curricular opportunities

We aim to offer a comprehensive range of opportunities for our pupils. We run active clubs at lunch time and afterschool. Most of these are run by staff, but we also have external providers. Some providers charge a small fee to attend. We also fund some after school clubs by using sport premium money to invite coaches from sports clubs in our local community.

Attendance at clubs is monitored using an online app. Keeping these records enables the PE lead to identify target pupils and encourage increased physical activity. For example, we have recommended clubs to those pupils who have not participated. We also aim to target these less active pupils for other opportunities. This might include extra coaching, attending festivals or representing the school at sporting events. Some of our PE and sport premium money will support this.

We buy membership of the Poltair School Sports Partnership (Previously Mid Cornwall Sports Network) and this gives us access to competitions and festivals throughout the year including the Cornwall School Games. We also participate in the area football and netball leagues. We organise inter school competitions; running tag rugby matches and swimming galas. In addition, we use external providers for coaching, festivals and competitions.

Residentials

Residential experiences are offered for years 3,4,5 & 6. Provision is currently under review due to the closure of the Cornwall Outdoor residential centres this year. In the academic year 2021-2022 we provided the following activities:

Year 3 spent a night at school with day time activities at BF Adventure centre

Year 4 spent a night and two days at BF Adventure centre.

Year 5& 6 spent two nights and three days at Ultimate Adventure Centre.

In 2022-2023 we will offer similar outdoor & adventure experiences at these or similar residential centres.