



Mountbatten Primary School

PE Policy



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| 1 | Summary | PE Policy | | | |
| 2 | Responsible person | Louise Stone | | | |
| 3 | Accountable SLT member | Jamie Wegg | | | |
| 4 | Applies to | <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff | | | |
| 5 | Who has overseen development of this policy | Louise Stone | | | |
| 6 | Who has been consulted and recommended policy for approval | LGB | | | |
| 7 | Approved by and date | Autumn 2023 – Governing board. | | | |
| 8 | Version number | 1 | | | |
| 9 | Available on | Every | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N | Trust website Academy website SharePoint | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N |
| 10 | Related documents (if applicable) | | | | |
| 11 | Disseminated to | <input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff | | | |
| 12 | Date of implementation (when shared) | September 2023 | | | |
| 13 | Consulted with recognised trade unions | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N | | | |



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1. Introduction

1.1. Teachers aim to provide a PE curriculum that will support the overall school aims. Physical Education develops the knowledge, skills, understanding, attitudes and beliefs that will enable pupils to respond to the physical challenges of everyday life. Pupils can perform with increasing competence and confidence in a range of physical activities that include dance, gymnastics, games, swimming, athletics and outdoor adventurous activities. Physical education promotes in children an understanding of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical education and healthy lifestyles throughout their lives.

2. Scope of the policy

2.1. At Mountbatten Primary School we carefully design, plan and implement an ambitious curriculum to provide breadth, depth and balance for every pupil. Our balanced approach to the curriculum is not at the expense of high standards in core subject areas and ensures that all pupils access the full curriculum. High standards and enabling all pupils to reach their potential is of vital importance if they are to succeed at the next stage of their education, and to go on to achieve in their chosen career path. Through careful sequencing of the curriculum, we build in many opportunities to build on prior learning of knowledge, skills, vocabulary and understanding in every subject. This ensures that pupils are able to make links between prior learning and new learning; and gradually develop a deeper understanding of the skills and processes within subject, at their own pace and in the best way possible for each individual child. Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at Mountbatten Primary School makes excellent progress academically and personally, while ensuring that every child is given the opportunity to shine and flourish.

The National Curriculum provides a legal framework in which all children, regardless of any impairment, will have entitlement to a broad and balanced Physical Education programme. At Mountbatten Primary School, we aim to ensure that each child's programme of activity is appropriate to his or her



needs. Where necessary, the coordinator will provide help in planning lessons that may be adapted for individual pupils, wherever possible, incorporating the learning objectives set for the lesson.

- 2.2. The PE curriculum is designed to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities.
Provide opportunities for pupils to become physically confident in a way that supports their health, fitness and mental well-being.
Provide opportunities to engage in competitive sports and activities for all pupils.
Educate pupils in how to live a healthy lifestyle.
Introduce pupils to sports and activities that they may not access otherwise.
Develop links with outside sport clubs to provide pathways for pupils to take part in competitive sport beyond school.
Develop pupils' leadership skills.

3. Implementation of the policy

- 3.1. Mountbatten uses the Primary Steps In PE scheme of work to plan and deliver their PE curriculum. Class teachers use the Long Term Plan for PE which enables them to create the half-termly Medium Term Plan for their year group. This then enables them to use the correct unit from Primary Steps to deliver their weekly PE lesson. The progression of skills document is used alongside the weekly lesson plan to ensure that the teacher is aware of the pupils' previous learning in that area of PE.
- 3.2. The implementation of the PE curriculum is through a number of elements, outlined below:
 - LTP
 - MTP
 - Curriculum knowledge
 - Subject specific skills
 - Subject specific vocabulary
 - Recap of prior learning
 - Assessment
 - Teacher subject knowledge
 - Resources
- 3.3. All children are provided with 2 hours of PE per week. This is delivered in a single session but may include 2 different units of PE. Physical Development teaching in the Foundation Stage is based on the early learning goals (ELGs) set out in the Early Years Foundation Stage Framework (EYFS). Physical Development is a Prime area of development which runs through and supports learning in all other areas. It is a fundamental area of learning throughout the EYFS. Physical Development splits into two areas of learning; Moving and Handling and Health and Self-care. Moving and Handling focuses on enabling the children to develop good control and co-ordination in large and small movements. They develop confidently in a range of ways, safely negotiating space. They learn how to handle equipment and tools effectively, including pencils for writing. Health and Self-care focuses on children knowing about the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They can manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently



In Key Stage 1 pupils are taught Dance, Gymnastics, Invasion Games skills, Striking and Fielding skills, Outdoor & Adventurous activities, Net Games skills and a range of Athletics skills. In Key Stage 2 pupils are taught Dance, Gymnastics, Invasion Games skills, Striking & Fielding, Net Games skills, a range of Athletics skills, Outdoor & Adventurous Activities and swimming. These skills as shown in the progression of skills document are built on throughout the years and if children cannot meet the previous year's skills then planning is adapted for those children to ensure they are competent in the previous year's skills before moving onto the next step. Correct vocabulary is used for each area and children are expected to use the correct vocabulary when answering questions and during peer assessment opportunities. Knowledge required for each area is built on year by year and referred back to regularly in lessons. This includes not just the previous year's knowledge but all knowledge acquired up to that point. During Year 6 children are expected to be able to apply their knowledge and skills to play full matches when appropriate eg Football, Tag Rugby, Hockey, Badminton. Swimming lessons take place in Year 4 and all children attend 10 x 45 minute swimming lessons. Year 6 children who do not meet the National Curriculum standards for swimming are given additional swimming lessons in Year 6 to enable them to meet the standard. Children with special needs are fully integrated into lessons with the support of TA's when necessary. Teaching styles and tasks are tailored to meet the needs of individual pupils who are experiencing difficulties meeting targets. Alternative equipment may be offered and adapted. Children are provided with many opportunities to demonstrate their skills developed during PE at after school clubs, at the annual School Sports Day and in local competitions. SEND children regularly have opportunities to represent the school at Sporting Competitions.

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Teachers record progress made by children against the key learning outcomes for their lessons. At the end of a unit of work, teachers ensure all assessment data is up to date for that unit of work. Teachers record this information on an assessment spreadsheet and Insight. This data is then analysed by the PE Co-ordinator. Information is passed on at each transition from year group to year group, from KS1 to KS2. If a child is working above age related expectations or is identified as Gifted and Talented in a particular area of sport this information is passed on from KS2 to KS3.

4. Health and Safety

4.1. Children should only refrain from physical activity during PE lessons on health grounds, if their parents/carers request this, either by direct contact with the school or in a note to their teacher. However, they may be included in a different role during the lesson such as an evaluator, scorer, coach etc.

We encourage the children to consider their own safety and the safety of others at all times. In order to minimise risk or injury:

All staff are expected to change into PE clothing prior to the PE lesson.



Children should change into a PE kit including shorts, t-shirt, tracksuits prior to the PE lesson.

Children should wear appropriate footwear –trainers for outdoor PE and bare feet for gymnastics and dance.

No jewellery to be worn in PE. Earrings must be removed.

Long hair should be tied back.

Children will be trained to lift and carry apparatus sensibly under adult supervision, which will be checked by an adult for safety before use.

Any damage to PE equipment must be reported to the PE coordinator as soon as possible.

The school employs an external contractor to undertake an annual equipment maintenance check.

5. Extra Curricular Activities

5.1 All children at Mountbatten have the opportunity to experience a wide range of extra curricular activities. These may be offered as enrichment programmes during the school day or as an After School Club. Children are consulted as to which after school clubs they would like the school to offer. Mountbatten has close working relationships with the local sports clubs and children are signposted to appropriate clubs for them to attend in the wider community.

Mountbatten is an active member of Hull Active Schools which provides all children including SEND to experience a wide range of competitions. This allows children to use the skills they have mastered and use them in a competitive environment. As part of Hull Active Schools staff are provided with a wide range of CPD opportunities. Mountbatten applies for the School Games Mark every year.