TILERY PRIMARY SCHOOL

Together Promoting Success

PE

Ratified by Curriculum Committee Date: 20.5.21

Signed by Chair of Governors L Miller Date: 20.5.21

Signed by Headteacher J Repton Date: 26.5.21

To be reviewed: Summer 2023

Rationale

Physical Education develops children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle, enabling them to make informed choices about physical activity throughout their lives.

Intent Statement

At Tilery Primary School, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of our PE curriculum is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills such as fairness and respect as well as providing them with opportunities to take part in competitive sport.

Aims

The aims of PE at Tilery Primary are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination ;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success;
- to enable children to review and appraise their own performance at appropriate levels for their skill and understanding;
- to help children to recognise the relevance of physical activity in maintaining health.

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Organisation of Teaching and Learning

Key Stage 1

Pupils should develop fundamental movement skills, becoming increasingly competent and confident and accessing 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 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 [for example, front crawl, backstroke and breaststroke] ;
- perform safe self-rescue in different water-based situations.

Planning

Published schemes are used to support the delivery of the curriculum through a variety of creative activities. These schemes include TOP Play, TOP Sport, additional TOP resources and LCP.

School also employs a specialist PE teacher, for a day a week, who delivers lessons alongside teaching staff. Each class would receive 3 half term blocks of lessons with the specialist teacher.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage.

We use a variety of teaching and learning styles in PE lessons. Our aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual models for the other children and we encourage the children to evaluate their own work as well as the work of others. Within lessons we give the children the opportunity to work individually, collaborately and in competition with each other.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide appropriate learning opportunities for all children, matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different equipment.

The Physical Education curriculum of Tilery Primary School is planned, organised and taught in ways which are compatible with the schools inclusion policy. A successful Physical Education programme should involve all children. Boys and girls are taught together in all areas of the P. E. curriculum and individual needs are met. Children should be active, challenged, and enjoy the PE sessions they are involved in. Whether children are physically disabled, have impairments or learning difficulties, or are particularly talented, the staff at Tilery Primary School enable access to the curriculum through:

- encouragement and recognition of success;
- concentration on abilities and needs, and not on disabilities;
- breadth and balance of the curriculum;
- the type of tasks offered, and their description;
- clear and precise instructions;
- the use of appropriate equipment;
- consideration of the development of the whole child.

Clubs, External Resources, Links and Specialists

The school provides a range of PE-related activities for children out of school. These encourage children to further develop their skills in a range of activity areas. The school also plays regular sports fixtures against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. All visits off site will follow the school policy for visits, with parental permission and appropriate and experienced staff to accompany the children.

Tilery Primary is part of the Stockton Schools Partnership and currently has access to the ‘Elite Package’ gaining access to coaching packages, competitions and tutorials.

Organisation of Resources

There are a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible only to adults. A list of equipment is regularty updated and made available to all staff to support them in the planning of their lessons. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The staff and pupils at Tilery Primary School are expected to accept responsibility for the safe use of equipment at all times.

Monitoring and Assessment

Assessment in P.E. is continuous. Both strengths and weaknesses can be observed during P.E. lessons, for individuals and the class as a whole, providing a good guide to future planning. Assessment should :

- help pupils to recognise the degree of progress which they have made in Physical Education;
- ensure that pupils are actively involved in the process of reviewing their own work;
- be based on a range of types of assessment tasks which help pupils to continue to develop their understanding of the key elements of Physical Education;
- be recorded on the SIMS Assessment Manager Programs of Study tracking system.

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Health and Safety

We encourage the children to consider their own safety and the safety of others at all times. We ensure our children recognise:

- the importance of warming up to prepare the body for exercise and thus prevent injury;
- how to lift, carry and place equipment safely;
- why particular clothing and protection are worn for different activities;
- the dangers of wearing inappropriate dress and jewellery;
- to be aware of the effects and consequences of their actions on others and on the environment;
- to be aware of, and follow codes of conduct associated with an activity.

For Further Health and Safety information refer to:
The BAALPE Safe Practice book
Tilery Primary School Trip Policy
Tilery Primary School Health and Safety Policy

Signed: ……. Curriculum Co-ordinator / Leader

Date: ……..……