



INCLUSIVE LEARNING FEDERATION

Bradwell Village School

PE Policy

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PE / Games Policy

Introduction

A high-quality physical education plan provides children with the tools to succeed within society and within sports. PE teaches children how to work as a team; it provides the opportunity to learn fundamental skills throughout sports which can be used throughout their lifetime. It has been scientifically proven that sport has a positive impact on both physical and mental health. Research shows that children that actively take part in sport are more likely to have a better understanding of the curriculum and this translates into their educational life.

PE provides a base platform for children to learn and understand the benefits of physical activity which are outlined below;

- improved immune system;
- improved blood flow;
- increased oxygen adsorption;
- improved key muscle groups and organ efficiency;
- release of endorphins- the feel-good hormone which improves mental health;
- enhanced brain function and memory.

PE links to a number of subjects. PE encumbers spoken word, thinking and maths in team games. It heavily relies on children's understanding of PSHE to work together in harmony. PE links to science as they are taught about how the body works, what nutrients we need and the different parts of the body. Throughout KS2 children learn about muscles and how their body moves.

Intent

At Bradwell Village School we believe that PE lessons performed in a safe, supportive, and inclusive environment will encourage our children to perform at their optimum level, develop emotionally and enhance good health. With the delivery of high-quality PE and games sessions, children will develop life skills whilst succeeding throughout physical education. We will provide as many learning opportunities for children as possible as we strive for all children to enjoy sports and PE at competitive and social levels. It is imperative that our children learn how to cooperate and work together in unison to be part of an effective team, whilst understanding etiquette, fairness, and values of sport. Our curriculum aims to improve the wellbeing and fitness of all children through sport and the disciplines and values PE can promote.

Our aim is to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities and for it to 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.

By the end of year 6, we aim for all children to have developed the following knowledge and skills:

Knowledge	Skills
<ul style="list-style-type: none"> • Have knowledge and understanding of basic principles in attacking and defensive situations within sports. • Understand when different movements are required within isolated and team game situations • Analyse and compare performances as a team and individuals • Understand and explain what a healthy balanced diet consists of. • Explain why it is important to participate in a warmup and cool down to prepare the body for exercise • Have the ability to explain how sport and exercise can relate to a person's character • Have an understanding of rules of various games. • Be able to enter and exit the water safely • Have basic water safety knowledge • Explain how to stay safe In different weather conditions • Understand why certain foods are important to our bodies • Understand how to stop germs and the spread of germs • Understand the 5 food groups • Understand the importance of the 5 senses • Vary his/her response to tactics, strategies, and sequences • Link skills and actions in different ways to suit different activities • Identify something they are confident in • Begin to reflect on mistakes and see them as opportunities to learn from • Explain how confidence can affect performance • Describe the basic functions of red and white blood cells • Explain the importance of joints and describe different types of joints • Identify the value of sleep for our health • Using scientific vocabulary, explain what happens to our bodies during and after exercise • Explain the benefits to the body of regular exercise • Understand muscles work in pairs to protect, support and move the body • Understand the way the heart works and how the circulatory system works 	<ul style="list-style-type: none"> • Have the ability to use a range of movements that combine strength, flexibility and technique whilst maintaining control and balance • Perform dance movements in sequence • Use teamwork to partake in outdoor and adventure activities. Using communication • Swim confidently and efficiently over a distance of 25m • Use a variety of strokes whilst swimming • Perform self- rescue in various water situations • Be able to walk in a straight line with no assistance • Be able to run 1000m continuously at a constant pace • Be able to skip, hop and gallop for a 10m distance • Be able to jump for height with a controlled landing • Jump for distance with a controlled landing • Catch a varied size of balls from a short, medium, and long distance • Be able to throw underarm, using the correct technique, to a target or zone. • Run at speed over a long, medium, and short distance • Kick a ball accurately from a stationary position • Kick a ball accurately from a rolling pass • Be able to pass to the chest of a partner with a bounce, lob, or chest pass from a varied distance • Be able to dribble a football between cones • Be able to perform a basketball dribble • Perform a drop kick • Be able to throw an object overarm using the correct technique • Strike a ball with a range of bats for accuracy and distance

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| <ul style="list-style-type: none">• Identify and name large bones• Identify and name main muscle groups | |
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Implementation

Children will learn about safety within sports (environment) along with swimming lessons provided through a six-week course.

In delivering our curriculum we:

- provide challenging and fun learning through various sports and activities, such as invasion games, net, and wall games, striking and fielding games, gymnastics, dance, swimming, and outdoor adventure.;
- ensure through our long-term plan that all PE that is taught in line with the National Curriculum requirements to provide coverage;
- ensure that each pupil will participate in two high quality PE lessons per week covering two sporting disciplines per term/half term;
- encourage the children to participate in extracurricular clubs throughout the week with clubs available for all abilities including ones for our higher ability children and ones to encourage participation – these run throughout the week;
- participate in all levels of local, regional, and national competitions promoting inclusivity throughout. We provide sports fixture for all performance levels. These opportunities enhance mental well-being and physical development whilst developing teamwork and leadership skills. Our children love the sporting events provided at the school and strive to compete at the highest level they can;
- participate in various interventions throughout the year. Teachers will identify weaknesses and strengths in which staff can strengthen these areas;
- provide a 6-week swimming programme in year 4 during the spring term;
- participate in a daily mile two times a week in Year 4 with the aim to roll this out throughout the school.

Health and safety

PE and games lessons are carried out in line with the school's health and safety policy and following the recommendations in the 'Be Safe' booklet (ASE 2011). To ensure PE/games is delivered in line with the school's health and safety policy, everyone has a duty of care and must follow the Health & Safety guidelines. For PE/Games these include ensuring that:

- risk assessments are carried out and are on-going prior to and during lessons;
- the equipment, apparatus and environment/s are safe prior to and during the lessons;
- all equipment is stored safely;
- children are given health and safety advice during lessons as necessary;
- all long hair is tied back;

- earrings are removed;
- pupils wear appropriate clothing and footwear;
- accidents are recorded in line with the school's policy. Pupils who receive first aid will have their parents/carers notified and the incident will be recorded in the first aid book.

Prior to arranging an offsite PE/Games or sports event, a risk assessment will be carried out.

Special Educational Needs Disability (SEND) / Pupil Premium / EAL/ Higher Attainers

All children will have Quality First Teaching and an adapted Curriculum. A variety of teaching methods and resources are used to cater for individual learning styles and needs, and to maximise participation/ engagement in lessons, e.g., games, oral presentations, cloze procedures, role-play, dictation, dictionary work, videos, etc. Our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Any children with identified SEND or in receipt of Pupil Premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs.

Adaptations to the Curriculum for Pupils with SEND

The subjects in our curriculum are ambitious for all pupils, including children with SEND. Curriculum Leaders have high expectations of what SEND pupils can achieve. The curriculum is not diluted or unnecessarily reduced for SEND learners.

Individual needs

We understand that every pupil is different and so, what works for each pupil will vary. There are general practices which are likely to improve learning and achievement for SEND pupils, but the success of any adaptations will depend on how pupils' individual needs have been considered and met.

Curriculum Planning

SEND pupils, like all pupils, benefit from careful consideration of the components of a curriculum. These should be introduced in manageable 'chunks'. The size of these chunks might differ between different groups of pupils depending on their individual needs. The chunks should be sequenced in a coherent way to enable pupils to build on prior knowledge. Too much information at once can be a barrier to learning and can reduce the chances of pupils remembering what they are being taught.

Instruction and Working Memory

SEND pupils will benefit from instruction which is matched to their needs. This means that teachers choose methods of instruction (e.g. precision teaching) which increase the chances of SEND pupils being able to pay sufficient attention to the curriculum objectives while understanding that overly elaborate tasks can make it more difficult for SEND pupils (particularly those with receptive language delay) to learn the curriculum content. We ensure that working memory is always considered. Where working memory is an issue for SEND pupils, it can be effective to reduce extraneous load as much as possible as well as isolating key information when teaching. We support pupils to pay attention to the content which they are expected to learn.

When designing the PE curriculum for SEND learners, it is important to understand their individual needs, plan for inclusion, and provide ample opportunities for practice, especially in the early years. Teachers make adaptations to ensure that SEND learners can access the curriculum, such as adjusting equipment or allowing additional time. Teachers also pre-teach instructions and vocabulary and discuss adaptations with the students using videos from the PE Passport. In terms of assessment, teachers should make appropriate adaptations that do not limit the potential of the pupils with SEND.

Vocabulary

At Bradwell Village School opportunities for the development of vocabulary and phrases which are relevant to PE and sport are provided during a range of activities and using a variety of resources. There is also discussion about the content of the lessons which enrich and develop the children's understanding of the knowledge and concepts being learned. The children have opportunities to discuss the meanings of words, the identification of similar words and connections between words.

Remote learning

Children have access to learning resources delivered through Padlet or Google classrooms and they are able to respond to the tasks set either through the above platforms or by emailing their work to their class teacher.

Developing staff's knowledge and understanding of PE and sport

To enable the staff to deliver an effective curriculum for PE and sport, the curriculum leader provides the planning for each class following discussions with the specialist PE teaching assistants and class teachers. During the weekly teachers' meetings there are opportunities for the curriculum leader to lead sessions to develop staffs' understanding of the topics planned for the term.

Assessment and Impact

Our aim is to allow all children to participate in various sports throughout their time with us, as we provide high quality teaching. Teachers strive to ensure lessons are fun, engaging, and challenging. We want to encourage all children to take responsibility for their own health and fitness, whilst striving to compete within sports. We want to provide children with the hunger to hone their sporting skills at all levels and apply the skills and knowledge they gain through sport in everyday life.

Pupils are assessed in line with Insight using the PE and sport age related criteria. Both summative and formative assessment in PE is carried out by the staff. Assessment opportunities are as follows:

- pupils work towards specific targets linked to target tracker for their PE assessment each half term;
- during the lesson by informal observations;
- targeted questioning;
- mini plenaries;

- exit questions;
- self and peer-assessment;
- at the end of each unit of work.

Monitoring

This policy is monitored through:

- lesson observations;
- learning walks;
- work scrutiny;
- the monitoring of planning;
- progress data.