

# P.E.



## 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.’

### Intent

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## Intent

At Swansfield Park 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 sports provision. It is our vision for every child to succeed and achieve their potential as well as to lead physically active lives. Through the progressive and sequential teaching of skills along with access to high quality, specialist coaches, all children at Swansfield Park Primary School are given the opportunity to excel and succeed in all areas of the PE curriculum. We provide the opportunities for all of our children to attend extra-curricular sport clubs to further enrich and develop their skills. Excellent links with local, community-based sports clubs allow our children to compete in age appropriate,



competitive sporting competitions. In addition, our children also have exposure to adventurous activities beyond the classroom which promote collaboration, problem-solving and a positive attitude to physical activity. As a result of these opportunities, we aim to build resilience, persistence, concentration, fairness and respect within all of our children in preparation for life beyond the classroom.

At Swansfield Park Primary School we believe that physical education is a vital and unique contributor to our children's physical health and well-being and aim to provide all of our children with high quality experiences that lead to lifelong participation in sport and fitness. We are committed to delivering high quality physical education through an exciting range of physical activities which also provide opportunities for competition, self improvement, team work, sportsmanship and self-discipline. The learning experiences offered to children in physical education are developmentally appropriate in order for them to acquire and embed the skills they need to lead a physically active life. Competitive school sport further develops the learning that takes place within lessons and forms a strong link with community sport and extra-curricular physical activity.

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## Aims

In line with the aims of the National Curriculum for physical education, at Swansfield Park Primary School, we aim to ensure that we:

- Provide opportunities for children to learn, develop, demonstrate, adapt and apply knowledge, practical skills in a variety of physical activities whilst supporting the development of personal characteristics such as initiative, self-reliance and self-discipline.
- Support our children in establishing positive attitudes towards health and fitness and develop an understanding of the need for teamwork, fair play and sportsmanship.
- Provide our children with an understanding of safe practice for themselves and others and enable them to develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- Enable our children to develop their skills through a range of contextual and multi-disciplined physical activities that provide them the opportunities to enjoy and succeed in the subject.



- Provide our children with stimulating and challenging opportunities that foster an enjoyment, and positive attitude for physical education and sport.
- Provide opportunities for our children to further develop areas of activity of their choice in extra-curricular time.

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## Planning and Teaching

At Swansfield Park Primary School, we believe that children learn best when activities are well planned, stimulating and challenging, ensuring progress in the long, medium and short term. Planning is completed with reference to the Physical Education Skills Progression documents.

Planning is undertaken on three levels:

### Long term planning

Long term planning is carried out on an annual basis and ensures that children receive teaching and learning of all strands of the National Curriculum with skills and development progressing throughout the year. Swansfield Park Primary School work closely with coaches in the area to ensure that all children are provided with the teaching and learning objectives stated in the National Curriculum. A yearly programme of physical education is developed through planning between the Head Teacher, subject leader, teachers and coaches. A timetable to provide Key Stage 2 children with swimming and water safety skills is developed between school and coaches at Willowburn Leisure Centre. Opportunities for children to engage in adventurous and competitive activities are planned by class teachers and the subject leader. Within the Early Years Foundation Stage, opportunities for physical education and physical development are guided by the requirements and recommendations set out in the 'Statutory Framework for the Early Years Foundation Stage' and staff use the Development Matters statements to guide their teaching. In addition to this, they refer to the Early Years skill progression grid for gross motor skills.

### Medium term planning

Within physical education, medium term planning activities are developed by both teachers and specialised sports coaches. School based medium term planning is carried out on a half-termly basis with teachers working in key stage teams to identify skills and objectives that are not already being provided by specialised coaches, in order to ensure curriculum coverage.



In some cases, teachers may feel that teacher led lessons should be used to support the skills being taught by specialised sports coaches, however this is not a requirement and teacher judgement should be used in these cases.

### Short term planning

Short term planning is carried out by class teachers on a weekly basis, if a class is receiving specialised coaching, it is the responsibility of the visiting coach to provide planning for those children. The school does not have a set pro forma for short term planning but it is expected that staff will detail the intended learning of each lesson and plan lessons that provide a clear sequence of skill development and progression. Where possible, teaching assistants should be used to support the class teacher in preparing equipment for lessons and also to support children within the lesson.

### Planning across the curriculum

At Swansfield Park Primary School, we also believe that it is important for our children to be provided with opportunities to apply and use their learning in different contexts. Where appropriate, cross curricular links are made, with teachers routinely identifying opportunities for our children to apply their learning within different contexts; this can be during lessons, in the form of after school clubs, competitive events or adventurous activities. Although cross curricular links are identified, within physical education this is not always possible and teachers will use their subject knowledge and teacher judgement when planning cross curricular or standalone lessons, the planning at Swansfield Park Primary School reflects this and demonstrates a flexible approach to teaching and learning.

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## Health and Safety within Physical Education

Health and Safety issues in physical education include the following guidelines for teachers:

- Check that equipment is safe and suitable for use on the particular day you use it.
- Ensure that equipment is replaced safely in order to maintain a safe environment for all staff accessing equipment.
- Ensure there is adequate supervision and that behaviour management is good.
- Pupils should be taught to understand the need for safe practice in physical education and how to achieve this.



- Pupils should be set only work that they are sufficiently competent to cope with.
- Clothing – needs to be suitable, so presents no hazard, bare feet indoors, nothing to get caught, hair tied back, jewellery/watches removed. All children are asked to come to school in their PE kit on the day of their PE lesson (white t-shirt, plain, unbranded black leggings or tracksuit bottoms, purple shorts, school jumper, cardigan or purple logo hoodie, plain black or white socks and plain black or white trainers).
- Expectation that the teacher will dress appropriately for all PE lessons to avoid injury and promote good practice.

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## Teaching and Learning Strategies

Within the Early Years Foundation Stage Framework, physical development is one of the three prime areas of learning. Physical development is recognised as a prime area because, along with the other prime areas of Early Years, it helps form the basis of all other aspects of young children's learning and development. The Early Years Foundation Stage Framework breaks physical development down into gross motor and fine motor. PE mainly focuses on the development of gross motor skills. The development of gross motor skills involves providing opportunities for young children to be active in order to develop their coordination, control and movement. Standalone physical education lessons that move away from physical development and are used to increase heart rate and improve physical fitness are provided for children within Early Years, these lessons should be age and developmentally appropriate and increase in duration as the year progresses.

Following on from children's development in Early Years, within Key Stage 1 and 2 our aim is to develop competence and to excel in a broad range of physical activities, to provide children with opportunities to be physically active for sustained periods of time, to allow our children to engage in competitive sports and activities and to encourage our children to lead healthy and active lives. We do so by providing our children with weekly physical education lessons, led by either their class teacher or a sports coach, where possible teaching assistants will be used to support children with identified SEND or who require additional support in order for all children to access the curriculum.

Sports Coaches that work in school all hold the required level of coaching qualification needed. Sports coaches work closely with the subject leader and are given a clear understanding of the objectives to be met.



Teachers and coaches are encouraged to use the outdoor environment for sport as much as possible, children are expected to have full outdoor kits in school and be prepared for outdoor learning at all times, this includes the provision of sun protection as well as cold weather clothing and outdoor footwear.

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## Assessment and Marking

Assessment is regarded as an integral part of the teaching and learning process at Swansfield Park Primary School and informs next steps and progression. Within physical education, formative assessment of children's ability, progression and next steps primarily comes from teacher or coach observations during lessons, with feedback being verbal and instant to facilitate progression.

Sports coaches also use observations to inform formative assessments and will feedback to teachers their assessment of children who need extra support or who are excelling in that area, these observations are communicated informally during end of lesson feedback between coach and teacher.

For physical education a summative assessment form is completed at the end of the year by each class teacher and states how many children are working below the expected level, at the expected level or beyond the expected level. These summative assessments are then passed on to the next class teacher as evidence of achievements, all summative assessment forms are also received by the PE subject leader to give an over view of achievement and ability within the subject.

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## Resources

Equipment for physical education lessons is stored in the main equipment cupboard; it is the responsibility of the class teacher and support staff to retrieve the equipment needed prior to a lesson. Staff must ensure that equipment is returned to the cupboard and stored correctly.

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## PE Sports Funding

As well as in-school resources, the government have provided additional funding to improve the provision of physical education and sport within primary schools. The funding, provided by the Departments for Education, is allocated



to primary school head teachers. This funding is ring-fenced and therefore can only be spent on the provision of PE and sport within schools.

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## Extra-Curricular Clubs

Swansfield Park Primary School strive to provide a multitude of different sporting after school clubs and extra-curricular opportunities provided by qualified sports coaches across the school year which give all children an opportunity to join in with team games, individual sports and a range of competition, these opportunities are provided throughout the year.

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## Continuing Professional Development

All staff are encouraged to develop, assess and improve their teaching of physical education. Where a member of staff feels a need for particular INSET, discussions should take place with their subject leader or line manager as part of their Performance Management. At Swansfield Park Primary School, we encourage staff to attend school based INSET as well as external training courses advertised through the online E-Courier. We also involve staff with policy and decision making as well as provide opportunities for in-school coaching where staff can both work with, and observe other colleagues. The subject leader works closely with specialised coaches and teachers are encouraged to observe coaches and discuss different teaching strategies with them, Swansfield Park Primary School is also part of the Alnwick Partnership of Schools, termly meetings are held between local physical education subject leaders and opportunities for the development of physical education for schools and staff are regularly discussed.

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## Monitoring and Evaluation

Monitoring the delivery of physical education is the responsibility of the subject leader, this is done through lesson observations, pupil interviews, staff questionnaires and observations of coaching.

It is the responsibility of the PE subject leader to produce an annual action plan in order to effectively plan, monitor and evaluate the development of the subject across the school, this plan is monitored and evaluated by the subject leader on a termly basis. The allocation of Sports Funding is decided between the Head Teacher and subject leader on an annual basis and is used



to ensure all children receive a high standard of physical education and curriculum coverage. An annual report detailing the impact of our sports funding is completed by the subject leader and submitted to the Head Teacher, both the allocation of funding and the impact of provisions are published on the school website.

This policy has been formally adopted by the governing body.

**VERSION HISTORY**

VERSION	DATE	DESCRIPTION
Initially adopted	September 2017	Adapted into Swansfield Park Primary School
This Review	September 2021	Miss Katie Moffet – PE Subject Leader



Headteachers:  
**Mrs J E Smith**  
 BSc PGCE,  
**Mrs A-M Grimes**  
 BA(Hons) PGCE



**APPROVAL AND AUTHORISATION**

	NAME	JOB TITLE	SIGNATURE	DATE
Approved	<b>Jenny Smith</b>	Head Teacher		November 2021
Approved	<b>Angela Jefferies</b>	Chair of Governors		November 2021
	<b>DATE OF NEXT REVIEW</b>		<b>Autumn 2024</b>	

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