



Waterloo Primary School

Physical Education

Intent

We are committed to developing pupils' academic resilience, to enable them to access and fully engage with the progressive and connected curriculum we provide. With our pupils' wellbeing at the forefront, we deliver a curriculum which fulfils all statutory requirements. Teaching and learning opportunities are thoughtfully mapped to enable pupils to develop the necessary knowledge, skills and understanding to contribute successfully in the modern world.

We believe that British values are fundamental to cohesion and successful participation in society and we promote these values as we teach about team skills and respect.

We recognise that our children reflect our socially diverse community and believe it is crucial for them to develop a strong vocabulary that enables them to articulate their opinions, academic understanding and emotions. Key vocabulary is mapped across the curriculum and opportunities to revisit and embed learnt vocabulary are planned for. Key knowledge and vocabulary for units of work are shared with families in order to further consolidate learning. Opportunities to develop speaking and listening skills are planned to equip pupils to ask questions, think critically and work collaboratively.

Questioning, tasks and resources are skilfully planned to scaffold and challenge, ensuring every child, whatever their starting point, can deepen their understanding and develop their skills.

Our aim is for each child to confidently enter the next stage of their education with the necessary skills, knowledge and mind-set to reach their potential and to thrive, knowing and understanding their place in the world and their importance and value to society as global citizens.

Vision:

The School believes that physical education experienced in a safe and supportive environment is a vital and unique contributor to a pupil's physical and emotional health, development and well-being.

The physical education programme aims to provide for pupils' increasing self-confidence through an ability to manage themselves in a variety of situations. The programme is based on progressive learning objectives, which combined with flexible and varied teaching styles,

endeavour to provide appropriate, stimulating, enjoyable and challenging learning situations for all the pupils. The programme is desirous of promoting an understanding of the benefits of exercise through a balanced range of relevant activities.

The school believes that a high-quality physical education curriculum will inspire pupils to succeed and excel in competitive sport and other physically demanding activities.

Aims

- To provide opportunities for pupils to become physically confident in a way which supports their health and fitness.
- To provide opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.
- To develop competence to excel in a broad range of physical activities.
- To ensure that pupils are physically active for sustained periods of time.
- To get pupils to engage in competitive sports and activities.
- To encourage pupils to lead healthy, active lives.

Skills and Attitudes:

Key stage 1

To develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should:

- 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 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.

Curriculum design:

FS – Use of space. Throwing, catching, rolling, bowling, controlling and passing a ball. Gymnastics and dance using different parts of body, shapes and pathways. Athletics.

Year 1 – Invasion games. Net and wall games. Striking and fielding games. Dance following routines. Gymnastics: travelling, transference and supporting body weight, balancing. Athletics.

Year 2-Invasion games. Net and wall games. Striking and fielding games. Dance following routines.

Gymnastics: travelling, transference and supporting body weight, balancing, partner work. Athletics.

Year 3 - Invasion games. Net and wall games. Striking and fielding games. Swimming.

Gymnastics: transference and supporting body weight, balancing, partner work, body shape.

Year 4 - Invasion games. Net and wall games. Striking and fielding games. Dance following routines. Swimming. Gymnastics: supporting body weight, springing and landing receiving body weight. Athletics.

Year 5 - Invasion games. Net and wall games. Striking and fielding games. Swimming catch up. Athletics.

Gymnastics: Symmetry and Asymmetry, balance. Dance: traditional dance following routines. OAA.

Year 6 - Invasion games. Net and wall games. Striking and fielding games. Swimming catch up. Athletics. Gymnastics: Flight, partner work. OAA.

ASD base teachers will follow the Year group curriculum most appropriate to the children in the class.

Learning Environment:

Indoor PE lessons will take place in both school halls. Outdoor PE lessons will take place on both the playground and the caged area. Some KS2 outdoor PE lessons will be delivered at Nazareth House field. Swimming lessons are delivered at Bootle and Crosby swimming pool. All areas will be checked by the teacher before the lesson, to ensure that it is safe to deliver the lesson in the planned area.

Assessment:

Assessments will be recorded using the Target Tracker system. Teachers may also record videos/take photographs of children performing PE skills.

Community Links

The school actively promotes links with local sports clubs e.g. Marine FC, Liverpool FC, Everton FC, Northern hockey and cricket club, Crosby swimming club, Crosby water sports club. The school liaise with the local School Sports Games Organiser to forge and strengthen links with local clubs.

Monitoring and Evaluating:

The PE coordinator will monitor PE delivery within the school on an annual basis. The action points taken from this will help to form the PE action plan for the following academic year.

Adaptive Teaching:

At Waterloo Primary School, we ensure that we maximise learning opportunities for all by using adaptive teaching.

At Waterloo Primary School, we ensure that we maximise learning opportunities for all. Adaptive teaching means lessons and tasks are appropriate for all pupils and they can access and be successful in their learning. All children receive high quality teaching and reasonable adjustments are made to resources and approaches.

In PE, this may take the form of:

- Breaking down content into smaller chunks/steps
- Scaffolding and modelling, using a 'thinking out loud' technique
- Pre-teaching and pre-reading about a skill/game – during unstructured times
- Varying levels of support
- Removing unnecessary expositions (unnecessary language)
- Adapted equipment (size of goals, balls, distances...)
- Reframing questions
- Intervening appropriately
- Flexible groupings
- Adapting thinking time to process information
- Use of visuals
- Extending tasks with more choice, freedom to select resources and open ended challenges

Seeking to understand pupils' differences, including their differing prior knowledge and experience and potential barriers to learning, is an essential part of teaching. Adapting teaching in a responsive way is likely to increase pupil success.

Where, despite adaptive teaching approaches, a pupil is working significantly below age related expectations, they may require a more bespoke and personalised curriculum in order to achieve success.

EYFS

The Early Years curriculum has been carefully planned to ensure progression from the Early Years to Year 6. The curriculum is taught through a balance of teacher-led inputs, teacher-directed activities and free exploration. Activities are planned within continuous provision to allow children to develop the skills needed to support their wider curriculum learning throughout school. Our PE Curriculum leader spends time in the Early Years to ensure curriculum coverage and progression.

PE kit

All children will be positively encouraged and expected to arrive in school on their PE days in the following; -

Physical Education kit:

- Red polo t-shirt· navy blue shorts · pumps (bare feet or pumps for indoor lessons)
- Blue school tracksuits and trainers.

Swimming lessons kit:

- Swimming costume (boys must have trunks)· towel · swimming cap · goggles

Children are taught the importance of providing suitable Physical Education kit for safety and hygiene.

Clothing

If suitable clothing has not been provided for PE Lessons, children must observe the lesson, recording their observations. This may be in pictures or sentences, according to ability.

Jewellery

No jewellery, including watches, may be worn during Physical Education lessons including swimming.

EXTRA CURRICULAR ACTIVITIES

The children will be provided with a range of extra-curricular activities, to enhance the PE Curriculum. These clubs will allow the children to represent the school in performances/competitive situations both individually and as members of the team as well as for recreation and leisure purposes. Participation in competitive activities, such as galas, cricket, multi-skills is encouraged. The school has close co-operation with Chesterfield, the local Specialist Sports College and their School Sports Games Organiser.

Use of apparatus in the Hall

Apparatus should be assembled and dismantled systematically and should always be checked immediately before use by the teacher.

THE ROLE OF THE PHYSICAL EDUCATION SUBJECT LEADER

- To advise the purchase of PE equipment.
- To ensure that colleagues are kept up to date with current teaching methods in PE.
- To offer advice to colleagues when needed.
- To keep the PE policy and Action Plan up to date in conjunction with the accountable SLT member.

This policy is open to regular review, based on present practice and consultation with members of staff.

Policy reviewed by: Alex Robertshaw

Date: February 2024

Review Date: February 2026