Curriculum Handbook

Physical Education



Written by: L. Chase and Miss Gray
Subject Coordinator: Louise Chase
Sports Events and Activities Leader: Ashleigh Gray

Physical Education Handbook

What is our vision?

At Farington Primary School, every pupil is provided with the knowledge and skills that they need to live a healthy lifestyle. They will partake in outdoor activities that build character and that help embed values such as fairness and respect. Pupils are inspired to take part in competitive and non-competitive sports utilising their skills to reach a goal. They are resilient and work collaboratively to achieve a shared goal.

Curriculum Aims and Impact

In EYFS, pupils will develop:

Fundamental Movement Skills (FMS)

Develop basic gross and fine motor skills, including locomotion (running, skipping, hopping), stability, rolling, throwing, catching, and bouncing.

Physical Literacy & Confidence: Build body awareness, balance, agility, and coordination through play-based and themed activities.

In KS1, pupils begin to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination applied in a range of activities. They participate in team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns.

In KS2, pupils continue to apply and develop a broader range of skills, learning how to use them in different ways including of a competitive nature. They enjoy communicating, collaborating and competing with each other. In addition, they are taught to develop an understanding of how to improve in different physical activities and sports and learn to evaluate and recognise their own success.

Children in Years 4 and 5 (alternating) are provided with swimming lessons in line with the National Curriculum. They are taught to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively. They are taught to perform self-rescue in different water-based situations. Children will be taught how to stay safe in and around water with links to the community.

The areas of physical activity (games, gymnastics, dance, athletics, swimming and outdoor activities) are set out in Foundation Stage Curriculum and National Curriculum 2014. The PE curriculum at Farington Primary School is based on these requirements and their year on year progression is detailed in the 'Curriculum Planning & Assessment Document'.

How do we achieve this?

▪ Year group outcomes are specified within the Curriculum Planning & Assessment Document and are audited by the subject lead.
▪ Pupils in each group receive 2 hours of timetabled PE each week by either the sport coach or the class teacher.
▪ Class teachers follow Farington's Programme of Study for PE (P.E. Passport), which outlines what will be taught each half term and which objectives will be obtained.
▪ Pupils are encouraged to develop confidence, tolerance and appreciate their own strengths and weaknesses and that of others.
▪ Farington Primary School use external activity centres that allows pupils to experience a range of exciting outdoor activities, which embed values and develop a range of skills.
▪ Farington Primary School provides opportunities for pupils to engage in extra-curricular activities during and after school.
▪ Farington Primary School participate in termly South Ribble Games competitions.
▪ Farington Primay School has an inclusive approach where no pupil is discriminated against.
▪ Teachers are offered regular support and CPD by external providers and the subject leader.

Scheme of Work

At Farington Primary School, we follow a Programme of Study, which outlines units to be taught in each year group. This Programme of Study incorporates units of work provided by Lancashire County Council (P.E. Passport).

Resources

All teachers have access to centrally stored PE resources. Resources are kept in two locations; indoor PE store cupboard and the outdoor P.E. Storage Unit. All PE resources are checked regularly to ensure that they meet health and safety requirements, and in addition to this, all resources are audited annually.

Assessment – How do we assess skills and understanding?

PE progression is assessed after each unit taught. Class teachers (and any other member of staff/external providers teaching PE in a particular class) will assess the children's development towards reaching the year group objectives.

Health and Safety

Everyone has a duty of care, under health & safety guidelines, to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety.

- Staff should assess risk and share with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teachers and is the responsibility of the teacher.
- Children should be given health and safety guidance throughout the lesson.
- All long hair should be tied back.
- All jewellery and earrings should be removed and stored safely before each lesson. Newly pierced ears can take a period of up to six weeks before sleepers and studs can be removed. In this case, where removal of earrings is not possible, strategies to enable safe participation in the lesson will be introduced. Children will continue to take an active role in PE but the

task will be adapted and in area away from the main task. Children will also take a leadership role, monitoring performance and creating tactical decisions.

- Tape or plasters are not to be used to cover piercings. The taping of piercings can create a perception of safety. Tape can often fall off, often without the wearer knowing, and does not reduce the risk of compression injury.
- Suitable clothing should be worn for each lesson (see school prospectus for correct clothing).
- Children should not engage in physical activity without correct kit.
- For indoor PE, children should walk to the hall with suitable footwear on (trainers).
- All children taking part in indoor PE should wear suitable footwear (trainers).
- For gymnastics, when the apparatus is being used, suitable footwear should be worn (barefoot only).
- All children with a verruca should wear trainers.
- Children who do not have a PE kit will take part in the lesson as an observer rather than a participator. Parents will be informed after two consecutive occasions of no PE kit.
- Every child must have a school PE kit. They will come to school in their P.E kit on the days that they have P.E.

Inclusion and Safeguarding Considerations

In accordance with the school's Inclusion Policy, PE activities are adapted to meet the needs of each pupil. More Able and Talented pupils and children with Special Educational Needs and Disability will be identified through a range of activities. Their needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum.

Equality

Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the school's Equality Policy.

Monitoring and Review:

The PE subject lead will complete 2 audits within each academic year. These audits will assess the quality of PE provision through pupil and teacher interviews, observing lessons and analysing the assessment tracker data. At the start of each academic year, the PE subject lead will use previous audits to develop an action plan for the subject focusing on key areas of improvement. These improvement targets will be shared with all staff and progress towards meeting them will be assessed during future audits and when data is collected. Support will be offered to any year groups who require additional information and guidance. This may be done by: discussing assessment methods; modelling lessons; inviting teaching staff to work alongside specialist providers; providing training or observing lessons and providing constructive feedback.