



Physical Education Guidance

Reviewed – September 2024

Rationale

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore, both teachers and pupils should be aware of its importance.

PE develops the pupils' knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities for sustained periods of time. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Pupils need to be given the opportunity to engage in competitive sports and activities and understand the importance of teamwork. Through providing positive experiences, a lifelong interest in physical activity is encouraged, as well as promoting positive attitudes towards a healthy lifestyle.

Aims and Objectives

It is important that pupils are active and enjoy physical activities. At The Round House we aim to provide pupils with a varied curriculum of both indoor and outdoor physical education. All pupils have the opportunity to participate in two PE lessons a week to improve and refine their knowledge and skills in a number of sports.

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.

At The Round House, we aim to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Teaching and Learning

For EYFS, physical development is seen as an integral part of the pupil's work. We relate the physical development of the children to the objectives set out in the Early Learning Outcomes, which underpin the curriculum planning. The pupils are encouraged to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all pupils the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Throughout the year, teachers should aim for pupils to:

- explore and acquire solid fundamental movements.

- discover and experience a variety of ABC (agility, balance and coordination) skills.
- explore different body movements through dance and music.

For Key Stage 1, pupils should 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. Teachers should aim for pupils to:

- master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination, and begin to apply these in a range of activities and/or sports such as gymnastics.
- participate in team games, developing basic tactics for attacking and defending.
- be taught how to perform dances using simple movement patterns.

For 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 begin to enjoy communicating, collaborating and competing with each other. Pupils should be exposed to a variety of sports such as:

- Invasion games: football, tag rugby, hockey and netball
- Net/wall games: tennis and badminton
- Striking and fielding: cricket and rounders
- Gymnastics
- Dance
- Athletics
- Outdoor Adventurous Activities

Within these sports, pupils can begin to apply basic principles suitable to both attacking and defending.

Pupils should also be taught to:

- develop strength, flexibility, technique, control and balance through athletics and gymnastics as well as performing dances using a variety of movement patterns.
- evaluate their own performance and compare performances with previous ones to enable them to achieve their personal best.
- take part in outdoor and adventurous activity challenges both individually and within a team

In Year 6, pupils are given the opportunity to have swimming lessons in the summer term for ½ an hour, once a week. 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.

Pupils will need to be dressed appropriately for the lesson; depending on whether it is an indoor or outdoor lesson. All pupils will start the lesson by doing a thorough warm up as well as understanding the importance of it. There will be opportunities for pupils to learn and improve new skills from a variety of sports. For pupils in Key Stage 1, they will be focusing on a specific skill from a variety of sports. For example, if they are learning how to throw and catch, they will be practising this with different sized balls from different sports. Pupils in Year 3 and 4 will spend a unit of work on a specific sport. This will include skill - based activities that include competitive elements. At the end of the unit, pupils will participate in small competitions and this will give them the opportunity to use the skills they have learnt throughout the 6 weeks.

Pupils will be learning through playing games and looking at specific skills through this. For example: if the lesson is looking at passing in football, small - sided games would be played to look at how pupils are passing. If pupils are finding a skill of passing difficult, the game can be stopped, and pupils are given the

opportunity to analysis and use tactics to make it work again. If that still doesn't work, the teacher can stop the game and do a quick skill-based drill on passing before moving back to the game scenario. The following elements will be considered when teaching the TGfU approach:

- **Tactical Awareness:** developing understanding of common elements of games and tactics needed for success.
- **Decision-Making:** learning and practising making decisions in action, in response to different situations.
- **Application of Skills:** identifying and practising the skills needed to improve play.
- **Performance:** putting it all together, applying the skills, decision-making and tactics in game situations.

To help with the cover of PPA, other specialist teachers and coaches teach physical education lessons. Mr Franco, who teaches Physical Education across the DLPT, is at The Round House twice a week and uses planning that coincides with our aims and objectives. At The Round House we have a close connection with St Neots F.C. Three coaches from the club's academy come in once a week to provide PPA cover and an after-school club. Again, planning is provided and this links to what the pupils are currently learning.

The role of the teacher should include:

- Starting the lesson with a thorough warm up. The warm - up could be via a warm - up game and this game should be sport specific if pupils are in upper key stage 2. Pupils should understand the importance of warming up.
- Teaching and modelling a sport specific skills and/or game – this can be through the pupils performing the skill/game.
- Giving pupils the chance to ask and answer questions.
- Giving pupils the opportunity to self and peer assess their own performances and think of ways they can improve.
- Giving the pupils the opportunity to discuss tactics and changing the game to make it harder and/or easier.
- Teaching the pupils to use equipment safely, especially in lessons where gymnastics equipment is being used.
- Put any equipment away themselves so none of the equipment get damaged or lost.

Planning

At the start of the school year, teachers are given the long - term plan for PE.

EYFS will focus on the fundamentals of sports while Key Stage One and Key Stage Two focus on the different types of sports and tactics within these.

This will include the sports that each year group will be covering each half term. If an external coach (Mr Franco or St Neots) is teaching the lesson, they will have plans that they will follow and share with the teaching assistant. Planning which includes a warm - up, game/skill-based activity and a cool down and/or plenary. The plans are provided for individual year groups. These can be adapted by the class teacher depending on where the children are at in terms of their physical development.

Monitoring and Evaluating

This will include:

- Observations of Physical Education lessons
- Pupil conferencing and Pupil Book Study.
- Analysis of data
- Staff meetings to ensure consistency of approach, standards and expectations

- Relevant staff CPD and training are put into place as a result of any monitoring. This can be through external coaches such as SNFC.

Cross curricular Links

In Science, when looking at how the human body works, links can be made by looking at heart rate during exercise and seeing how physical activity affects how your heart and muscles work. The teacher can discuss this during the warm – up as well when talking about getting the heart pumping blood around the body to get the muscles warm.

In Maths, links can be achieved through points systems which develop the children's counting skills. Other ways in which Maths can be incorporated into PE are:

- Measurement
- Area
- Problem solving
- Orienteering

English can be incorporated into PE through the following:

- Sports day reports.
- Types of talk: Explaining, instructing, questioning, describing and evaluating.
- Speaking and listening.

Pupil Assessment

Assessment of pupil progress is on-going by the class teacher/PE specialist and is part of formative assessment. The teacher will make half-termly judgements using the assessment guides from the PE Planning to ensure they have mastered different skills, tactics and techniques. This will be using the Working Towards, Expected, and Greater Depth.

Assessment data will be updated onto insight.

Equal Opportunities

We aim to ensure that all pupils have equal access to the teaching of Physical Education at a level appropriate to their age and needs. In Physical Education, we follow the STEP principle. STEP stands for:

Space – Altering the space in which activity is taking place can help to change the focus of the session, or to make things easier or more challenging. Space can be altered in size (bigger or smaller), shape (e.g. square, circle) or the use of space (end zones, channels).

Task – Taking part in the same activity, players can be given individual challenges to support or challenge as necessary. For example, working on dribbling skills, one player could be moving slowly with the ball developing their ball familiarisation, whilst another player could be challenged to use a specific surface on the foot for greater speed.

Equipment – Use of different equipment can help support players or give them a greater challenge. For example, the size, weight and type of ball can be varied, along with the use of cones to create a variety of tasks and challenges for players.

People – It is recommended that small-sided games are played to give the maximum opportunity for pupils to be engaged and involved. Amending the roles given to pupils, the number in each team or their role within the activity will help change the challenge to players.

Roles and responsibilities

This guidance was reviewed by the Physical Education Lead and SLT.

Its implementation is seen as the responsibility of the staff and will be supported and monitored by the Physical Education Lead on behalf of the Headteacher and Governors.

Agreed by Trust: Summer 2024

To be reviewed: Summer 2028