

# Physical Education Framework



## **Intent**

The 2014 National Curriculum for physical education aims 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.

PE at Hemingbrough aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing of pupils, both now and for their future. Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline, and that to be successful you must work hard, show resilience and have determination.

Our intent is to give pupils the tools and understanding required to make a positive impact on their own physical health and wellbeing. We aim to deliver high-quality teaching and learning opportunities that inspire all pupils to succeed. We want to teach them how to cooperate and collaborate with others, be part of a team or an individual, understanding fairness and equity of play to embed life-long values. The provision is enhanced by PE and School Sport Funding, working within the aims of the five key performance indicators: engagement; the profile of PE; increasing confidence, knowledge and skills; broadening experience and participation for all.

## **Implementation**

Pupils at Hemingbrough participate in high-quality PE and sporting activities twice a week. PE is taught by class teachers and enhanced by PE specialists and qualified coaches provided by Sporting Start. The long term plan is broad and balanced, incorporating a variety of sports to ensure all pupils develop the confidence, tolerance and the appreciation of their own and others' strengths.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year, and sequenced appropriately to meet the end of key stage objectives.

Pupils are encouraged to participate in exercise throughout the school day: during PE lessons, extra-curricular clubs, outdoor learning, lunchtime and playtime provision, daily active 30:30 time in class and in inter and intra-competitive sporting events.

All teachers create a positive attitude to PE and reinforce an expectation that all children can achieve high standards.

Children are offered a wide range of extra-curricular Sport and PE related activities provided by Teaching Staff and qualified Coaches from Sporting Start. Pupils have the opportunity to take on leadership roles receiving training by the Cluster Sport Manager and implementing this within school.

Regular inter and intra-competitive events, such as PE Day, Sports Day and events organised by the Cluster Events Manager, allow all pupils to come off-timetable, compete against their peers and provide broader provision and the acquisition and application of extended knowledge and skills.

### **Impact**

- Pupils are motivated to utilise the skills of taking ownership of their health and fitness in an independent way in order to live happy and healthy lives.
- They have a keen interest in PE. They are eager to participate in lessons and extra-curricular sporting activities and have positive attitudes.
- They will acquire new knowledge and skills and develop an in- depth understanding of PE.
- They have high levels of originality, imagination and creativity in their techniques, tactics and choreography, with the knowledge of how to improve their own and others' performance.
- Pupils have the ability to take initiative and become young leaders, organising and officiating, motivating and instilling good sporting attitudes in others.

### **Scheme**

Staff are to use the Get Set 4 PE online resource to help support their planning in line with the whole school Long Term Plan. This provides clear expectations of pupils and progression across the primary age ranges. Staff may source ideas from outside areas but will refer to the progression of knowledge and skills to ensure all objectives are covered.

### **Assessment**

Assessment opportunities will take place on a regular basis during lessons to ensure understanding and progression.

Assessments will take place at the end of each topic against the learning objectives. Teacher will establish whether children are working at the expected level.

### **Provision for Inclusion**

All pupils will have equal opportunities to reach their full potential across the PE curriculum and are given the opportunity to access the curriculum at their year group age.

Teachers will:

- set suitable learning challenges with scaffolds if needed.
- respond to individual pupil's learning needs in accordance with their education plans.
- overcome barriers to learning for individuals and groups by modelling, scaffolding and offering paired and group work in mixed ability.
- offer support or differentiated activities by supporting not constricting the curriculum.

### **Health and Safety/Safeguarding**

In all areas of PE safety guidelines should be strictly adhered to, in order to promote safe practice and fulfil the safety requirements of the National Curriculum. Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.

### **PE Changing**

When changing for PE, KS1 and lower KS2 pupils will change together in their classrooms. Upper KS2 pupils will change in separate areas. The cloakroom should be used by the smallest gender group in Y5 and Y6. Staff must be present during changing times, in both areas, to ensure children are safe at all times.

### **School PE Kit**

In the interest of health and safety appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children.

All teachers must ensure that pupils tie long hair back; fingernails are appropriately short to prevent injury to themselves or others and personal effects including jewellery have been removed.

### **Accident Procedure**

For school based activities staff should follow the guidelines in the Health and Safety Policy. For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits.

For swimming sessions, all staff should familiarise themselves with pool procedures. They must know the location of rescue and survival equipment.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment – all equipment to be stored safely and tidily in its appropriate place. PE equipment is stored in the hall and Games Shed.
- The school office will arrange for an annual safety equipment check (gym equipment) by a recommended maintenance contractor.
- Pupils are taught to lift, manage and use apparatus safely and effectively.
- Equipment will be checked at the beginning and end of use.
- All Staff have up to date First Aid training, two with specific paediatric first aid training.
- Staff have knowledge of the environment in which learning is taking place. They must check areas for hazards before any activity takes place.

### **SMSC**

At Hemingbrough, we aim to develop SMSC through PE by:

### **Spiritual**

PE lessons including teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and appreciation of sports from other countries. Through dance and gymnastics and games across the school, pupils are encouraged to be creative, designing and creating their own small sided games or by expressing feelings and emotions in their dance and gymnastic performances. Dance lessons are linked closely to other foundation subjects. This allows

pupils reflection time to evaluate their experiences allows them to build a positive mind set and promotes progression. Pupils will also see the sense of awe and wonder when observing elite performances from professional athletes and their peers. In PE lessons pupils are encouraged to delve deeper into their understanding of PE and the body and how it can be maximised to improve performance. Pupils are encouraged to reflect on feelings of enjoyment and determination, especially in KS2 through participation in a range of competitive sports. Self and peer assessment are important to enable pupils to have an accurate grasp of where they are and how they need to improve.

### **Moral**

Throughout various games pupils make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches students about code of conduct, rules, etiquette and fair play unwritten rules. Competitive games provide students with leadership opportunities as well as being umpires and referees. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations. This gives pupils a sense of justice and how to respond appropriately when they feel there is an injustice. PE encourages pupils to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team so that all team members are actively engaged during games. Dance in particular, allows children the opportunity to share ideas and discuss alternatives with each other in a structured and supportive environment where they can learn to give reasoned views and appreciate the views of others.

### **Social**

PE allows all pupils to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups giving the pupils roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills. Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas. Pupils are encouraged to develop their reasoning and decision making skills communicating with others and explaining concepts with each other. Through various different competitive games and competitions, pupils are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations. Through participation in sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups. The school House System encourages all children to participate in sporting activities, working towards a common goal and celebrating the achievements of all children.

### **Cultural**

Linking to School Themes, dance from different parts of the world encourages pupils to discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in. Opportunities to discuss viewpoints are encouraged whilst ensuring pupils are respectful of others understanding the consequences of overly critical assessment of performances. The election of House Captains in Y5 allows children to see a democratic process in action, with candidates putting forward their case and children encouraged to vote for the best candidate not who they like. Through participation in sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups. Actively

supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in.

### **British Values**

At Hemingbrough, we aim to promote British values through PE.

#### **Democracy**

Take into account the views of others in teams/groups. Vote for outcomes

#### **Rule of Law**

Undertake safe practices, following class and games rules during PE lessons for the benefit of all.

#### **Individual Liberty**

Work within boundaries to make safe choices in physical activities. Make own choices with regard to participation and challenging

activity.

#### **Tolerance of those with different faiths and beliefs**

Experience and talk about sport/dance from different cultures and religious beliefs linked to whole school themes. Use dance to learn about different faiths and cultures around the world.

#### **Mutual Respect**

To behave appropriately to allow all participants the opportunity to take part effectively. Review each other's work respectfully. Work together in groups/teams, helping and advising others. Experience different festivals, traditions and celebrations through dance and sport.