



Manor Hall Academy



PHYSICAL EDUCATION POLICY CICELY HAUGHTON SCHOOL

Building Relationships

Celebrating Success

Promoting Change



CICELY HAUGHTON SCHOOL

PHYSICAL EDUCATION POLICY

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1.1 Introduction

- This policy will set out the aims and objectives of PE and School Sport within Cicely Haughton School and how it will contribute to the physical and mental well-being of our children. It will show how we aim to ensure coverage of the National Curriculum and its schemes of work.
- This Policy is reviewed annually by the P.E lead.

1.2 Aims and school objectives.

Key aims:

P.E at Cicely Haughton school complement our whole school intentions that pupils leave:

- with improved positive physical and mental health
- with life skills enabling them to access the world around them
- as enriched individuals
- with improved self-regulation
- with improved independence
- as responsible and respectful citizens



We aim to ensure ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

Key objectives:

- To encourage and develop children's awareness and understanding of a healthy lifestyle and to raise profile of sport and PE.
- To develop teacher's confidence and ability to deliver a range of physical education activities.
- To develop a broader range of sports for pupil participation. Engagement of all in regular activity.
- To be develop children's character and values, fair play and mindset.

1.3. Staffing and roles

THE ROLE OF THE PE LEAD is to:

- To be responsible for the planning and development of the curriculum in PE in the school.
- To co-ordinate the teaching programme throughout the school.
- To ensure progression and continuity from foundation stage through to the end of key stage 2.
- To support and assist colleagues in lesson planning and teaching methods.
- To disseminate good practice, materials and training resources and make other staff aware of relevant CPD opportunities.
- To report Sports Premium and expenditure
- To provide updates and annual report to the Governing Body

1.4 Curriculum content.

The PE staff will ensure coverage of the relevant schemes of work, as outlined in the National Curriculum.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf

1.5 Entitlement.

At Cicely Haughton school we aim to follow the UK Chief Medical Officers' Physical Activity:

- Children and young people should engage in moderate-to-vigorous intensity physical activity (MVPA) for an average of at least 60 minutes per day across the week. Where possible we try and ensure children get a minimum of 30 minutes of MVPA in school, where the other 30 minutes is expected to be exercised at home. At Cicely children have:
 - 2 x 40 minutes P.E lessons a week timetabled.
 - 1x 40 minutes Health Related Fitness Zone session a week timetabled. This is at the discretion of the class teacher and can be used as part of a planned Nurture activity (This should not replace the 2 x 40 minutes P.E lessons a week)

Adapted from OFSTED, 2018, *An investigation into how to assess the quality of education through curriculum intent, implementation and impact.*



- When any of the above is not timetabled during that day it is expected that classes partake in a planned minimum 10minute physical activity session within the classroom.
- 2 break-times, am 15 minutes and pm 25 minutes.
- Daily mile/ weekly walks are encouraged to take advantage of the fantastic school grounds.
- Nurture sessions can be active through games and teambuilding activities.

1.6. Teaching and learning

The organisation of PE in the school promotes teaching and learning. THE EMPHASIS IN OUR TEACHING OF PE is on allowing all children to follow the 'Head/Heart/Hands' model to encourage great sportspeople. (See Appendix 1)

Lessons are blocked in units of work to promote greater depth of understanding, development of skills (often through repetition and practice). Each unit of work has an assessment focus (outlined on the P.E Overview) linked into the intentions of the 'Head/ Heart/ Hands model'. This allows staff to have a working dialogue with children that in turn help them achieve the whole school intentions. Teachers will assess across all areas at least **once** in the academic year. The assessment focuses include:

- Evaluating and Improving
- Leadership
- Decision making (All thinking skills. **HEAD**)

- Fitness
- Performance (All physically doing. **HANDS**)

- Fair play
- Mindset (All feeling **HEART**)

(See appendix 2)

Children will be presented with opportunities to explore and develop a range of skills, being competitive, and also reflective through a personal best ethos. This meaningful assessment will be used to help learners to recognise areas for development as well as strengths, provides a view of the whole learner, enables teachers to shape their teaching so that it meets every learner's needs, enables the school and parents/carers to communicate with one another in a practical and meaningful way.

The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression.

1.7 Wellbeing.

At Cicely Houghton school we refer to the 5 ways of wellbeing (taken from the (Foresight's Mental Capital and Wellbeing Project).



Throughout the calendar year there will be a number of wellbeing days/ activities through events such as: Change4Life week which focuses on promoting healthy lifestyles through different physical activities and school competitions - linked to the 'Bee Active strand to achieving wellbeing.

1.8 Health and Wellbeing

Issues include:

- use of guidelines laid down by BAALPE in the document *Safe Practice in Physical Education* to which all staff will adhere to
- All activities and resources are subject to stringent risk assessments.

- Use of equipment, apparatus and techniques in accordance with Health and Safety requirements.
- Appropriate storage of equipment and apparatus.
- Teaching pupils to understand the need for safe practice in physical activities and how to achieve this.
- Pupils wearing the correct, appropriate P.E. kit which is different to that worn in the classroom.
- Jewellery is not permitted for P.E.

1.9 Annual Review

The P.E policy will be reviewed on an annual basis by the P.E lead.

The school also was awarded the 'Bronze' School Games mark in September 2018 demonstrating the value of the PE curriculum to Cicely Haughton School.

The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.

Supporting parents/staff throughout school closure: *How have you been able to offer support for your subject throughout school closure?*

A letter explaining the importance of physical activity to maintaining positive mental health and wellbeing, it included a list of free resources and activities that could be engaged in during closure.

During the 2 week Easter holiday, I provided daily updates and advice that focused on each bullet point.

In terms of my class, weekly timetable has been provided that includes a daily active focus.



Children can also partake in the 'Home school games' and I provided weekly information via Class Dojo on how to enter with the weekly challenge. The recent school games tasks include the virtual three peak challenge and a 'You choose Personal Best challenge' and '100 point challenge,' that was emailed out to all teachers to roll out to their groups. *I plan to provide a 'Mr Sheldon's video tutorial to help encourage children, parents and carers to log any activity on the 'Travel to Tokyo website' in order to travel from place to place and they also can win a number of prizes. This is to help motivate them to be active whilst at home. Attending CPD online training to give me ideas of how to effectively provide an alternative PE given the pandemic and lower numbers in school and many of the activities can be completed at home. A member of Residence attended the training under by advisement in order to use these activities in the Residential offer.*

How PHYSICAL EDUCATION links to the whole School Intentions.

Our Intentions

Pupils leave with:

- with improved positive physical and mental health
- with life skills enabling them to access the world around them
- as enriched individuals
- with improved self-regulation
- with improved independence
- as responsible and respectful citizens

Intent

<p>How is our school's intent represented throughout the curriculum for this subject?</p>	<p>1. with improved positive physical and mental health</p> <p>At CHS we believe that both physical and mental health are not separate parts of the PE curriculum as they are both equally important to achieve a healthy lifestyle. The PE Policy ensures children have the minimum of 2 hours a week of P.E, timetabled through lessons and designated use of our recent 'Health Related Fitness Zone,' kitted out with 2 cardio walls, boxing equipment and 2 concept 2 rowers. The policy also states that when there is no PE timetabled that day, staff should have at least 10 minutes of planned physical activity/ actions. We actively promote 'Healthy lifestyles' (through our carefully planned</p>
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Adapted from OFSTED, 2018, *An investigation into how to assess the quality of education through curriculum intent, implementation and impact.*



cross curricular approach) that sees all subjects having the theme of 'Physical and Mental health' during the first Autumn term. This was backed up by a 'Change4life' week that was heavily focussed on Health and Wellbeing. Health Related Fitness is timetabled for all groups, where we have a comprehensive Health Related Exercise scheme of work for all age groups. The PE curriculum offers a broad range of activities that encourage children to become a good sports person through our 'HEAD, HAND, HEART' template (See PE Policy). Working as part of a team, representing the school at various festivals and competitions helps children improve their positive and mental health. (Membership to CADDSA and School games, alongside links with other special schools help facilitate this.) Staff completed an 'active classroom heat-map (2017-18) as part of the criteria for achieving a Bronze School games-mark. This enabled staff to see how they could create more physically active lessons, and encouraging more active lessons across the entire curriculum. Daily miles, weekly walks are encouraged and form part of our wellbeing days.

During wellbeing days, the sports premium has enabled children to experience a range of activities including charity runs, wellbeing walks, whole school trips to Clip'n'Climb, mobile climbing walls, Smoothie Bikes. This has created positive experiences linked to physical and mental health.

2. with life skills enabling them to access the world around them

At CHS we try and give all children the opportunity to take part in various festivals, games and competitions. This equips children to develop their character and values of 'Sportsmanship' and 'Teamwork'. The various sporting and character building activities in our PE Curriculum encourages children to enhance a variety of key life skills. They learn to take on challenges (Personal best and competition), work on their focus and self-control, and as they progress through to upper key stage 2, to develop critical thinking skills, assessing their own and others' performance alongside their ability to lead. The current year 6's have taken part in a sports leadership program and have practiced their leadership skills during playground games with other children.

3 as enriched individuals

Through the sports premium we have been able to provide children with a variety of enrichment activities as mentioned previously. Contributions from parents enable the Year 6's to enjoy a residential trip, giving them a lasting positive experience.

4 with improved self-regulation

PE at CHS enables children to not only compete against themselves, trying to achieve personal bests, but compete against others which can often trigger a variety of negative emotions. We celebrate success and sportsmanship and encourage children to self-regulate by giving them opportunities. Our membership with CADSSA and School games, and our developing links with special schools give children plenty opportunities to compete and represent the school.



5 with improved independence

Skills taught and developed across the PE curriculum, working on resiliency and self-regulation, give confidence for children to become independent learners. The personal best developing culture, and the heavy emphasis on positive mental and physical health, give children the boost to independently challenge themselves to achieve and succeed.

6 as responsible and respectful citizens

As children progress through the PE curriculum, much emphasis is on the health agenda. Children also complete a number of tasks and activities based on the National Trust's 'Things to do before your 11 and 3/4' that includes activities based on them being a 'Performer', 'Participator', 'Leader' and 'Adventurer'. The activities sit alongside the PE Curriculum and help promote them to become responsible and respectful citizens. The intention is to give children enough information, activities, opportunities and positive experiences for them to want to lead healthy and active lifestyles.



How is the PHYSICAL EDUCATION Curriculum Implemented?

Implementation

How is the subject timetabled? How do we know this happens?

- THE PE CURRICULUM IS ORGANISED. PE is taught throughout the school year but not all areas of activity are covered each term. Within this framework, each class/year group:
 - has a weekly swimming lesson (30 minute) for at least 1 half term each year
 - has two weekly PE lessons throughout the academic year.
 - The PE lead provides schemes of work and an overview of activities that link to generic and subject concepts.

Subject Concepts – refer to C.H.S. P.E curriculum intentions that are assessed on the Key skills continuum at the beginning and end of each unit.

Generic Concepts – refer to C.H.S. School's intentions that are assessed formatively and used to inform children targets.

- A definition of concepts are found in the shared area for reference.
- Classes are encouraged to provide extra opportunities every week for physical activity - weekly/daily mile, cardio wall sessions, health related fitness sessions. HRF Sessions are timetabled once and week providing an extra session of timetabled P.E.
- Planned opportunities for children to be active for at least 10 minutes every day when PE is not on the timetable that day.
- All teaching staff have access to schemes of work that ensure good quality PE provision as well as progress for children.
- an Outdoor and Adventurous Activity Week at Key Stage 2 is undertaken by Y5/Y6 pupils (dependent on numbers on roll).

All children have access to over 2 hours of high quality PE a week this includes the planned 10 minutes of physical actions when PE is not being taught



How is the subject mapped out? How are we ensuring coverage?	Within each year there is an overview of activities provided by the PE coordinator which teachers and staff can pick from. Within each activity the overview highlights the generic and subject concept that the activity focusses on. Staff have the flexibility to choose activities that motivate the children or that they specialise in. The curriculum lead communicates the PE timetable at the start of each half term.
Can we see progression across the school within pupils' books?	There are no formal books except the HRF books where children are encouraged to score their baseline then try and improve their personal best score. Included in the booklets are the Cardio-wall games located in the HRF Zone.
How is assessment used to impact learning? How do we know it is accurate?	Formative assessments completed by the teacher – Subject concepts will be mapped on a continuum. Teachers will be asked to baseline the children at the start of the term then mark any progress at the end of the unit.
How confident are staff with the subject? How do we know?	Staff can find teaching P.E a challenge given the nature of the children in our, 100% of teachers feel the scheme of work provided help improve the quality of PE lessons. JSH to send a questionnaire in September to generate an up to date feeling with current workforce.

How do we measure the Impact of the PHYSICAL EDUCATION Curriculum?

Impact	
Do all groups have equal access to the curriculum? How do we know?	All teachers and TA's have access the schemes of work that provide a broad and balanced curriculum. The location of this is in the shared area and Staff questionnaire agrees that the scheme of work helps them to deliver effective PE lessons.
How does varying staff confidence impact on the curriculum?	Staff Questionnaire outlines members of staff who require additional CPD. Those historically have been sent on different courses to facilitate their confidence. Given the nature of the children in our school, teaching PE can be a challenge. Staff recognise the importance of the subject to children's physical and mental health.



How does Physical Education impact the curriculum?

At CHS Physical Education is viewed as being an important and integral part of the curriculum. We place greater emphasis on developing pupils' physical and mental wellbeing and the generic and subject concepts ensure staff and using PE lessons to help children progress.

Things to celebrate

Affiliation with CADSSA and School games to give children opportunities to compete and participate.

Developing links with other Special schools.

Wellbeing days promoting active and healthy lifestyles.

Active, planned Nurture sessions help to promote the subject concepts.

A developing scheme of work that give staff a reference point to ensure high quality PE.

Health Related Fitness Zone timetabled alongside PE.

CPD opportunities available for all staff and pursued by the PE Lead through monitoring and staff questionnaires.



Assessment criteria that links to P.E intentions (Head, Heart, Hands model) for children.

	Thinking (HEAD)			Feeling (HEART)		Doing (HANDS)	
Stages	Evaluating & Improving	Leadership	Decision Making	Fair play	Mindset	Fitness	Performance
1	Describe	Assist	React	Respect	Engaged	Effort	Control
2	Compare	Manage	Respond	Teamwork	Determined	Energy	Precision
3	Evaluate	Organise	Influence	Sporting	Persistent	Commitment	Fluency
4	Analyse	Lead	Command	Etiquette	Resilient	Intensity	Creativity



Years	Key Skills	Overview	National Curriculum
1	<ul style="list-style-type: none"> • Manage space safely showing good awareness of each other. • Perform basic gymnastics actions including travelling, rolling, jumping, climbing and balancing. • Copy and explore basic body actions and movement patterns. • Show some control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking. • Describe own and others performance • React to a range of stimuli • Sustain effort throughout lesson • Respectful of each other and equipment • Engaged and on task throughout lessons • Initiates play with others 	<ul style="list-style-type: none"> • Gymnastics • Balance • Coordination • Dance • Mini Games - Teambuilding games, playground games. • Health Related fitness 	<ul style="list-style-type: none"> • 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
2	<ul style="list-style-type: none"> • Devise and repeat and perform short sequences in which there is a clear beginning, middle and end. • Explore ideas moves and feelings by improvising and experimenting with actions in response to stimuli. • Show a good awareness of others in running, chasing and avoiding games. • Know how to score and keep to rules of simple games. • Sustain energy levels • Compare performances • Suggests ways that make a good team • Will take part in competition with others 	<ul style="list-style-type: none"> • Gymnastics • Balance • Coordination • Agility • Dance • Striking and fielding • Mini Games - Teambuilding games, playground games. • Cricket(chance to shine) • Multi-skills • Health Related fitness • Boccia • New Age Curling 	<ul style="list-style-type: none"> • Perform dances using simple movement patterns.



<p>3</p>	<ul style="list-style-type: none"> • Show control, accuracy and fluency of movement when performing actions on their own and with a partner on both floor and apparatus. • Perform short dances whilst working with a partner or small group, incorporating different qualities and dynamics into their movements. • Pass receive and dribble the ball keeping control of possession. • Strike a ball with intent and throw it more accurately when bowling or fielding. • Are familiar with and use set rules and play fairly within these. • Run consistently and smoothly at different speeds, demonstrating different combinations of jumps, showing control and co-ordination. • Throw a range of implements into a target. • OAA Understand the purpose of the activity and plan actions to solve the problems they are set. • Compare performances • Assist in leading small groups in activities • Respond to a range stimuli • Sustain energy levels • Be determined to improve performance • Understand risk of a sedentary lifestyle. • Lead simple warm ups and cool downs. • Give suggestions on roles that teammates can do. E.g. attacker, defender. • Explain how an active lifestyle can benefit health in the long term. 	<ul style="list-style-type: none"> • Gymnastics • Multi-skills • Handball • Coordination • Tag Rugby • Dance • Tri-Golf • Cricket • Athletics • Basketball • OAA • Hockey • Striking and fielding • Health Related fitness • Boccia • New Age Curling 	<ul style="list-style-type: none"> • 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]
<p>4</p>	<ul style="list-style-type: none"> • Combine travelling, rolling, jumping and balancing actions and maintain the quality of performance when performing at the same time as a partner on both floor and apparatus. • Use different compositional ideas such as unison, canon (same action performed one after each other), opposition when creating longer, more complex dance phrases. • Continue to pass receive and dribble the ball keeping control of possession with greater accuracy. • Choose and use batting and throwing skills to make the game hard for their opponents. 	<ul style="list-style-type: none"> • Gymnastics • Multi-skills • Handball • Coordination • Tag Rugby • Dance • Tri-Golf • Cricket • Athletics • Basketball 	<ul style="list-style-type: none"> • Perform dances using a range of movement patterns



	<ul style="list-style-type: none"> • Work well as a team to make it hard for the batter beginning to think about tactics to work as a team. • Swimming - see standards. • Run consistently and smoothly at different speeds, demonstrating different combinations of jumps, showing control and co-ordination. • Recognise that there are different styles of running, jumping and throwing and select the best for a particular challenge. • Throw a range of implements into a target. • Work with determination and sustain effort and energy levels • Describe and evaluate the effectiveness and quality of performance • Recognise aspects of performance that require improving. • Lead simple warm ups and cool downs. • Gives/ receives constructive advice to team mates and opponents. • Can lead effectively giving direction to team mates. • Give suggestions on roles that teammates can do. E.g. attacker, defender. • Strives to be involved, is resilient in team games. • Explain how an active lifestyle can benefit health in the long term. • Understand risk of a sedentary lifestyle. 	<ul style="list-style-type: none"> • OAA • Hockey • Football • Health Related fitness • Boccia • New Age Curling 	<ul style="list-style-type: none"> • 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.
5	<ul style="list-style-type: none"> • Repeat accurately longer sequences with more complex actions, with an emphasis on quality of movement. • Adapt sequences to include apparatus, partner or small group work. • Perform specific skills and movement patterns for different dance styles. • Respond consistently in the games they play, selecting and applying skills which meet the needs of the situation. • Use a variety of tactics to keep the ball e.g. changing speed and direction. • Develop methods of defending their goal for example marking the opposition and positional awareness. • Sustain their pace over longer distances, throwing and jumping with greater control and accuracy. • Be able to perform basic relay changeovers • Devise and carry out small group warm ups. • Judge the strengths and weaknesses of performance and be able to make changes that improve their team and or individual performance 	<ul style="list-style-type: none"> • Gymnastics • Tag Rugby • Dance • Hockey • Basketball • Cricket • Athletics • Tennis • Football • Multi-skills • OAA • Health Related fitness • Boccia • New Age Curling • Sports Leaders 	



	<ul style="list-style-type: none"> • Work persistently to achieve desired outcomes. • Strives to be involved, is resilient in team games. • Can lead effectively giving direction to team mates. • Give suggestions on roles that teammates can do. E.g. attacker, defender. • Explain how an active lifestyle can benefit health in the long term. • Understand risk of a sedentary lifestyle. 		
6	<ul style="list-style-type: none"> • Increase complexity of sequences by varying directions, levels and pathways. • Perform fluently with control when working individually, with a partner or a small group. • Select and use a range of compositional ideas to create motifs that demonstrate their dance idea. • Begin to choose and use different formations to suit the needs of a game. • Plan to outwit the opposition individually, as a pair or as a team when batting, bowling or fielding. • Hit the ball with purpose, varying the speed, height and direction in order to outwit their opponent. • Sustain their pace over longer distances, throwing and jumping with greater control and accuracy. • Use physical and teamwork skills well in a variety of different challenges. • Use a variety of maps and plans accurately recognising symbols and features. • Take the lead when devising and delivering group warm ups and skill development drills • Watch own and others performances and suggest improvements for specific purposes. • Can lead effectively giving direction to team mates. Give suggestions on roles that teammates can do. E.g. attacker, defender. • Devise and carry out small group warm ups. • Know the key muscles and the stretches for those muscles. • Explain how an active lifestyle can benefit health in the long term. Understand risk of a sedentary lifestyle. 	<ul style="list-style-type: none"> • Netball • Gymnastics • Dance • Football • Tag Rugby • Cricket • Athletics • Tennis • Health Related fitness • Tri-Golf • Boccia • New Age Curling 	



	<ul style="list-style-type: none">• Strives to be involved, is resilient in team games.		
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