

Curriculum Policy- Physical Education



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Belong. Believe. Become.

Mandale Mill Primary School

Curriculum Policy- PE

Intent-

Mandale Mill Primary School provides a full, varied and enthralling Physical Education curriculum which challenges, engages and excites staff and pupils alike. Physical Education at Mandale Mill Primary School is seen as a vital part of the education experience as a whole. Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for all pupils at Mandale Mill Primary School to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles. Physical Education allows pupils to learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. The children learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

Implementation-







How we teach physical education at Mandale Mill Primary School-

Long term plan

The curriculum framework presents a balanced access to the required aspects of P.E over the whole school year for all year groups. Long term planning establishes whole school expectations for children's work when delivering specific units of work. It is the responsibility of the PE Leader to plan the PE curriculum to ensure there is a varied coverage. The long-term plan is based on specific units in the PE scheme of work that require teaching throughout the year. This ensures that all year groups are learning and acquiring skills in the same unit of work for each half term.

Half Termly Topics

The PE curriculum at Mandale Mill Primary School is created and designed based on the thoughts, opinions and voice of all pupils and staff. All children participate in six half termly topics across the academic year. This is done, so that all children can have access to different activities that not only require specific talents and abilities, but provide our children with challenge, opportunities to refine skills and experience successes. The long term plan was adapted pre-Covid, so that every year group in school was participating in the same topic, this was to allow clear progression to be observed throughout all PE lessons.

Taught topics		
Autumn One	Spring One	Summer One
Pupils should be taught: Dance 	Pupils should be taught: Tennis 	Pupils should be taught: Cricket/rounders 
Autumn Two	Spring Two	Summer Two
Pupils should be taught: Gymnastics 	Pupils should be taught: Football 	Pupils should be taught: Athletics 

PE Scheme


Currently, all staff in school have access to planning for all topic areas, thanks to the scheme that school accesses called 'PE planning'. School bought into this scheme because it was seen as a vital cog in helping improve teachers' confidence and ability in delivering high quality lessons to our children and to see an improvement in staff subject knowledge. To aid with this, the scheme provides staff with two types of planning (quick plan and a full plan) A full plan helps detail all the vocabulary, key teaching points and detailed questions to aim at children throughout. A quick plan, gives staff a more visual guide and a brief summary of the lesson's activities.



Throughout this plan you will see 'Knowledge Checks' to help you ensure the pupils are acquiring the intended knowledge as the lesson progresses. The two types of knowledge to focus on in PE are...

- DECLARATIVE KNOWLEDGE:** Factual knowledge concerning movement, rules, tactics, strategies, health and participation (Best practised through spoken or written observations of a practical demonstration).
- PROCEDURAL KNOWLEDGE:** Knowing how to apply declarative facts (Best practised through demonstration or participation).

Warm Up	Egg and Spoon	Duration: 5-10 mins	Teaching Points
<ul style="list-style-type: none"> Give each child 1 tennis ball. Ask the children to hold their hands open and flat with their palms facing up. The children should then balance their ball on the palm of their hand. Ask the children to move around keeping the ball balanced on their hands. 	<ul style="list-style-type: none"> Hand flat Move in different ways Control of the ball 		
Progression <ul style="list-style-type: none"> Introduce a tennis racket - give each child a racket and ask them to balance the ball on it. 			



planning warm up // egg and spoon tennis - year 1 - lesson 2

equipment:

- Tennis balls



how to play:

- Give each child 1 tennis ball each.
- Ask the children to hold their hands open and flat with their palms facing up.
- The children should balance their ball on the palm of their hand.
- Ask the children to move around keeping the ball balanced on their hand.

Weekly lessons

Every child at Mandale Mill Primary School accesses the PE curriculum once a week. A timetable is devised for each class and shared to staff, so that they know exactly when their time slot is and this information is then shared on year group newsletters to inform parents. All classes within school, are also given a designated hall slot. In addition, there is also availability on the school grounds. In the school grounds there are also a range of fixed resources (including trim trail, MUGA and football goals), which are timetabled weekly to ensure all children have access every half term, each year group's PE day is changed when possible, to give every class an opportunity to experience PE on a different day.

PE lessons at Mandale Mill Primary School are fun, engaging and challenging for all children. A variety of teaching and learning styles need to be adopted in order to meet the individual needs of our children. All PE lessons at Mandale Mill Primary School should contain the following elements:

Purpose	Lessons should have clear objectives and defined learning outcomes, which should be explained to the pupils at the beginning of the lesson.
Progression	Pupil's capabilities should be developed with increasing demand made on a physical and mental processes. Building on previous learning is essential and so too is working to achieve successful outcomes through repetition, application and refinement of skills.
Pace	High levels of activity, with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise explained and understood and their association with health emphasised.
Coherence	All teachers should reinforce previous understanding and establish links between curricular experiences.
Challenge	High expectations will be set for individual and group achievements. Allowing all pupils to be extended both physically and intellectually through interesting tasks.
Differentiation	Will be achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.

Health and Safety

All staff must check the area for hazards and ensure the area is safe prior to each PE lesson. Before a lesson starts, staff should check the area for hazards and put any specific safety measures in place e.g. cones to mark a safe area. They should be familiar with and check any equipment they will be using. It is the responsibility of all staff to report recurrent hazards to PE Leader who will address this accordingly. All pupils excused from participation due to illness or injury must remain under the supervision of a member of staff at all times

PE kit

For their PE lessons, the expectations within school are that children must wear appropriate PE kit. Teachers should also change for P.E. into suitable footwear and clothing as a model, to show that appropriate clothing is needed for these activities. This means that all children should wear the following :-

Inside PE lessons:

- Black shorts or leggings
- Light blue T-shirt
- PE/Indoor plimsolls/shoes



Outdoor PE lesson:

- Light blue T-shirt/School fleece or jumper
- Black shorts or leggings
- Change of footwear (Outdoor shoes, i.e. trainers)

Children who do not have PE kits in school will be expected to wear a spare kit that will be provided to all pupils by a member of staff from the PE cupboard.

Jewellery

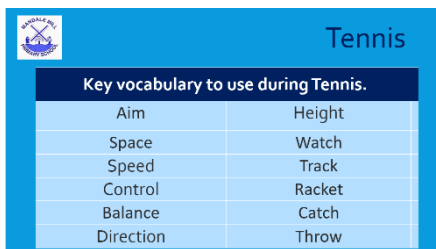
Watches and any other form of jewellery must be removed. All earrings must be removed. Long hair, below shoulder length, is a safety hazard and must be tied back carefully.

Resources

All staff and children have access to modern, updated and fully operational PE resources, so that PE lessons can be of consistent high quality. The PE resources are stored in numerous locations in school: the PE cupboard in the main hall and the outdoor PE sheds on the KS1 yard, KS2 Yard and MUGA at the front of school. The PE leader is responsible for managing these resources and are regularly checked to ensure quality provision and that damaged equipment is replaced and updated when necessary. Regular equipment audits take place, so that staff have all the equipment they need ready to teach their half termly topic.

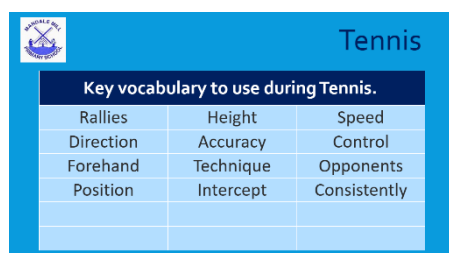
PE vocabulary

PE vocabulary was introduced in the last academic year to promote the expectations of sport specific language children should be using throughout their PE lessons. All staff have clear expectations that vocabulary should be identified and used throughout their teaching. Throughout the PE lessons, the vocabulary for that specific class/year group should be displayed on the projector screen on the hall and regularly acknowledged and used to consolidate children's understanding. For every half termly topic, the language used will be specific for that year group. The PE leader will regularly check and update the PE vocabulary, making sure the language and terminology used is appropriate for each year group. Vocabulary is also an important part in the way PE is assessed, which children throughout KS1 and KS2 being asked to record any vocabulary they have been taught and define it.



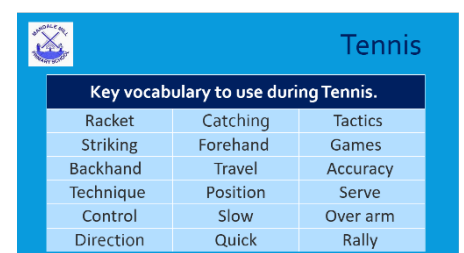
Key vocabulary to use during Tennis.	
Aim	Height
Space	Watch
Speed	Track
Control	Racket
Balance	Catch
Direction	Throw

Year One



Key vocabulary to use during Tennis.		
Rallies	Height	Speed
Direction	Accuracy	Control
Forehand	Technique	Opponents
Position	Intercept	Consistently

Year Three



Key vocabulary to use during Tennis.		
Racket	Catching	Tactics
Striking	Forehand	Games
Backhand	Travel	Accuracy
Technique	Position	Serve
Control	Slow	Over arm
Direction	Quick	Rally

Year Five

Wider opportunities

PE challenges

To fall in line with DFE guidance which states that all children should be accessing "2 hours of Physical Education per week" we have weekly PE challenges throughout school. These challenges are to be completed daily and can be completed at any point during the day and incorporated into other subject areas (i.e counting within Maths lessons). We celebrate each PE challenge completed throughout school by giving trophies to the class in EYFS and KS1 and the class in KS2 who has completed the most at the end of the week. It is the duty of each class teacher to record the score for the week and inform the PE leader so they can identify which classes are the winning classes.

School Games Mark/SSSP

As a school, we also participate in the annual School Games Mark, this assesses schools on their Physical Education activity levels throughout the academic year. At the end of every year, schools have to submit their evidence towards

achieving an outcome of Bronze, Silver, Gold and Platinum. To do this, schools have to meet certain expectations and criteria. This involves setting weekly school challenges, Personal Bests and competing in events inside and outside of school. This coincides with our annual yearly sign up with the SSSP (Stockton School Sports Partnership) which offers a wide range of activities for different year groups across the academic year. As a school we believe it is vital to provide our children with the opportunities and experience to participate in sporting educational visits as it teaches them important British Values, such as teamwork, determinations, resilience and sportsmanship, skills which they can take and use in any aspect of their life as they grow older.

Educational visitors

At Mandale Mill Primary School, we believe it is crucial to welcome agencies/individuals/companies into our school to not only educate children about their own sporting experiences and successes, but to deliver sessions to our children so they can learn new skills in a sporting activity, they may never have had the opportunity to experience before. We have had the opportunity in recent years to have welcomed visitors in to deliver sports such as archery, fencing and judo to our children alongside athletes who have represented the Team GB athletics team at Olympic and Commonwealth games come and speak about their careers with the children.

After School Clubs

We believe that extracurricular activities are an important part of a child's primary education as they enable children to develop particular skills and further their interest in one or more activities. They help to produce a competitive element to team games and promote cooperation and fair play. Clubs and activities offered are inclusive and are offered to children of all abilities. Some clubs and activities are aimed at specific year groups and clubs vary throughout the year. All clubs and activities are organised and delivered by members of staff throughout school.

Health and Fitness Week

Health and fitness week is a week that is celebrated throughout school every year in July. The aim of each Health and Fitness week is to provide as many opportunities to our children so they can experience different sports/activities that they may enjoy and may even want to start participating in outside of school. We as a school, aim to organise and plan Health and Fitness week around a key theme, so that the children aren't participating in events throughout the week that are sports that they are used to. To coincide with Health and Fitness week, school hosts its annual Sports Days. This is where parents/carers are welcomed into school to not only come and support their own child, but to help encourage all children to do their best in each activity. Throughout this week, we have two afternoons where Sports Day takes place:-

- EYFS and KS1 Sports day
- LKS2 (including Y5) Sports Day

Nursery and Year 6, also have their very own Sports Days but these are on alternative days.

It is the responsibility of the PE leader to arrange/organise and set up Sports Day by making sure all equipment is safe and ready to use alongside making sure all events planned are suitable and appropriate for the children to participate in.



How we assess PE at Mandale Mill Primary School-

PE folders



Assessment for PE has developed and grown at Mandale Mill Primary School. In school we have introduced and implemented PE folders and assessment sheets. Each class in KS1 and KS2 has their own PE folder. This PE folder, is where staff collate all the PE assessment sheets that all children must complete at the end of each half term to show what they have been taught in their topic. These PE assessment sheets were developed, so that the children can comment on their own learning and it allows the PE leader to see if the knowledge and content that is being taught throughout school is “sticky” and that children can confidently articulate their learning.

There are three versions of the PE assessment sheet:-



- Year One – This involves the children drawing a picture of themselves performing a specific skill they have been taught and a photograph of them in PE.
- Year Two and Year Three- This involves the children writing down what they have learnt, defining any key vocabulary they have been taught and describing what they are doing in a photograph.
- Year Four, Year Five and Year Six – This is the same as the Year Two and Year Three document, however the difference is the children, have to state what they need to do to get better in the same topic in the future.

In this PE topic I have learnt....	  My Gymnastics Review Autumn Two 2023-24	This is me....
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Year 1 assessment sheet.

In this PE topic I have learnt....	  My Gymnastics Review Autumn Two 2023-2024	This is me....
Vocabulary I have learnt in this topic....		

Year Two and Year Three assessment sheet.

In this PE topic I have learnt.... _____ _____ _____ _____ _____	 	This is me... _____ _____ _____
Vocabulary I have learnt in this topic.... _____ _____ _____ _____ _____	<p>My Gymnastics Review Autumn Two 2023-2024</p>	What I need to do to develop even further.... _____ _____ _____

Year Four, Year Five and Year Six assessment sheet.

Each child should have six assessment sheets completed before the end of the academic year, for each PE topic. The completed PE assessment sheets will then follow the children up to their next class, ready for the next academic year. This will allow new class teachers to see what the children know and have been taught previously.

Assessment for learning

Assessment for learning can be used to support the progress of children in all aspects of the curriculum, but it lends itself very well into PE. We at Mandale Mill Primary School believe in using and implement different specific strategies to help identify the learning of our children. The following strategies should be used in PE lessons:-

- Questioning
- Teacher feedback
- Peer assessment
- Self-assessment
- Outcome led

Assessment for learning is task based, so PE tasks should always involve principles and skills that the children are expected to develop and use. For questioning, all staff should use questioning throughout their PE lessons that is thought provoking for all children. Children should be encouraged by all staff to reflect on their work or on the work of others throughout the lessons, identifying what has worked well, what hasn't and how they need to improve.

Monitoring of pupil knowledge in PE also takes place through learning walks, pupil voice and staff voice.

Expectations of children

The impact of the PE curriculum that is planned and the lessons that are delivered by staff will enable all of the children at Mandale Mill Primary School to :-

- Become physically confident
- Improve their overall health and fitness
- Compete in sporting activities/events

- Build their character
- Have a secure understanding of British Values (i.e respect, teamwork, determination)
- Succeed in competitive sport
- Develop knowledge and understanding of rules, strategies and tactics
- Develop and refine their fine and gross motor skills

Responsibility of Physical Education Leader:

- Formulating, reviewing and updating policy document guidelines.
- Ensuring the Long-term plan of work is implemented.
- Ensuring that the curriculum is relevant to the ability and needs of all pupils and reflects cross curricular opportunities, special educational needs and equal opportunities.
- Producing an action plan.
- Monitoring standards of teaching and learning in accordance with the monitoring schedule.
- Informing the Head teacher and curriculum lead of standards and developments within the subject.
- Keeping up to date with the latest developments and inform staff.
- Acting as a consultant to other members of staff.
- Liaising with outside agencies.
- Organising and maintaining resources.
- Monitoring progress and checking pupil understanding of key skills and knowledge
- Tracking assessment within the subject area
- Liaising with Governors and other stakeholders.
- Provide CPD to staff where necessary
- Work alongside curriculum leader

This policy will be monitored by the PE Leader. They will also ensure that the policy is working in practice and review it every two years.

This policy should be read in conjunction with the Teaching and Learning policy.



Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 28: Every child has the right to a good education.

Article 29: Your education should help you use and develop your talents and abilities.

It should also help you learn to live peacefully, protect the environment and respect other people.

