




<h1>Physical Education Policy</h1>	
Governing Board with Responsibility	Full Governing Board
Reviewed/Revised	Autumn 2021
Date of Next Review	Autumn 2023
Agreed by Governors	17.11.2021
Additional Notes	This policy should be reviewed every 2 years
	
<p><b>Princess Frederica CE VA Primary School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.</b></p>	
<p>When drafting and agreeing policy, governors always act with our four values in mind and our school vision as drivers for change or important decisions. We will ensure that: Policies positively impact on our staff and children’s growth, their faith, our unity as a school community and promote kindness as a thread through all we do. We act in line with our collective responsibility around equality and the protected characteristics and always make decisions that foster an understanding and respect for these.</p>	

### The Purpose of this Document

Princess Frederica CE VA Primary School recognises the vital contribution of Physical Education to a child’s physical, cognitive, social and emotional development as well as the role it can play in a child’s spiritual, moral and cultural development.

We aim to provide a broad and balanced P.E. curriculum which is intended to develop children’s increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, all children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport.

### Vision for Physical Education

- To develop competence to excel in a broad range of physical activities.
- To be physically active for sustained periods of time.
- To engage and compete in competitive sports, games and activities.



- To lead healthy and active lives.
- To develop a growth mind set, communication and social skills through team and partner work.

### **Subject Aims and Objectives**

Physical Education is a foundation subject and is important to our school. We aim to:

- enable children to develop and explore physical skills with increasing control and coordination
- encourage children to work and play with others in a range of group situations
- develop the way children perform skills and apply rules and conventions for different activities
- increase children's ability to use what they have learnt to improve the quality and control of their performance
- teach children to recognise and describe how their bodies feel during exercise

### **Teaching and Learning**

#### **Our children will:**

- receive 2 hours of high quality PE (this is made up from PE lessons run by our specialist PE teacher, lessons such as African dance and through 'Move a Mile').
- be active throughout the lesson (except where there is input and analysis by the teacher and/or children. For example, sports such as rounders and cricket should be played on a small scale to develop skills so that all children are actively engaged.
- be given good quality equipment to use. In sports such as football and basketball children should have a ball each to develop skills.
- evaluate their own work as well as the work of other children.
- have the opportunity both to collaborate and to compete with each other.

### **Planning the PE Curriculum**

- PE is a foundation subject in the National Curriculum. Please see the outline in appendix a for the milestones set for PE. It covers all areas where PE is taught such as the teaching of reading through the 'Move a Mile' initiative.
- We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.
- Years 3, 4, 5 and 6 attend residential visits which allow children to take part in outdoor adventurous activities. These range from abseiling, kayaking, caving and orienteering to name a few.



- We encourage the physical development of our children in Foundation Stage as an integral part of their work. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. This is done through access to an outdoor area, PE lessons and use of the school embankment.

### **Personalised Learning**

- The School Sports Partnership recommends using the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats, etc

P = change the people, e.g. size of the groups

- The overview (appendix a) also outlines in bold non-negotiable milestones for children with SEND.

### **The role of the PE Subject Leader**

- The PE Subject Leader is responsible for the development and monitoring of the PE curriculum. They are responsible for updating the School's Policy and ensuring other relevant policies reflect the aims and objectives of the PE policy.
- They assist staff by leading staff meetings; planning and leading CPD training activities; providing consultancy and advice, supporting staff in the classroom; specifying and ordering resources; coordinating staff requests for resources and monitoring and maintaining the condition and availability of resources.
- They plan and coordinate the schools year 6 sports crew to run the annual Sports Day.
- They will liaise with any named Governor to keep the Governors informed about developments within the subject.
- They maintain a positive ethos for the subject, through support and encouragement of staff, children and parents.

### **Equal Opportunities**

At Princess Frederica CE VA Primary we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to



make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected milestones.

Intervention may lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

### **Physical Education Overview, SEND and milestones**

The milestones that are highlighted below show the end of year expectations for children in each year group. They span all the different methods the school uses to teach PE and is not just centred on a PE lesson. Personalised learning is used to enable all children to achieve these milestones. However, there is a non-negotiable expectation all children, including children with SEND will be confident with all areas highlighted in yellow.

By the end of EYFS, children should be able to:

- Walk, run, balance and jump with an element of control.
- Throw different objects and types of balls to varying distances understanding words like far away.
- Catch different objects and types of balls.
- Start to hold some different balances.
- Ride wheeled toys with control.

By the end of Year 1, children should be able to:

- **Improve basic sending and receiving techniques.**
- Develop balance, agility and co-ordination.
- Explore movement actions with control and link them together.
- **Develop basic skills travelling on benches, along, over, around, onto and off a bench.**
- identify techniques to improve core strength and agility.
- **Improve their throwing and aiming skills using a variety of balls and equipment.**
- Travel in different ways and directions showing clear transitions between movements.
- Practice ABC (agility, balance & co-ordination)
- Learn how to hop, same foot to same foot, jump two feet to two feet and be able to do these activities on the move.
- Develop the 'step hop' technique for a good skip without a rope.
- Explore different methods of throwing and how to throw safely.
- To know how to jump and land safely from two feet.
- Learn to control speed moving from walking quickly to jogging, to running.
- Change direction, maintaining balance and control.
- Understand beats in the music and develop gestures and ways of travelling.
- Perform a dance in time to music and with fluency.

By the end of Year 2, children should be able to:

- Use hand-eye co-ordination to control a ball.
- **Use over and under arm throws.**



- **Learn simple gymnastic actions with control.**
- Perform basic balances and movements, combine them into a routine.
- Explore different levels and speeds of movement.
- Develop and improve core strength and agility.
- Know how to return a ball to a partner using a bat.
- Show good technique in holding a bat correctly.
- Explore different ways of jumping/hopping with balance and accuracy.
- Perform skipping moves with co-ordination and balance.
- Learn the best jumping techniques for distance.
- **Throw different objects in a variety of ways, both safely and for distance.**
- Change speed and direction when running, while maintaining balance.
- Know the difference between running for speed and running for distance.
- Work to music, creating movements that show rhythm and control.

By the end of Year 3, children should be able to:

- Know how to dribble, change direction and maintain control.
- Develop different passing skills.
- Learn different ways of jumping when leaving the apparatus and with a stable, safe landing.
- Link jumps into sequences.
- Be able to link agility and core strength activities together in the correct way.
- **Develop and practice different ways of throwing and catching and to know when each is appropriate. (over/underarm)**
- Improve the hand eye co-ordination skills to strike a moving and a stationary ball.
- Understand and begin to develop the ideas of OAA, teamwork and problem solving.
- Practice throwing with accuracy for longer distances and to use legs as well as arms when throwing.
- Know how to perform a controlled long jump, using arms as well as legs for take-off and landing.
- Explore different ways of skipping and practice techniques learnt in previous years.
- Develop and participate in large rope skipping.
- Learn about different running paces for different distances.
- Understand the importance of arm work/action for running.
- Identify and practice the actions and movements of Irish Dancing.
- Create a dance routine that reflects the style they are learning.

By the end of Year 4, children should be able to:

- Become water confident.
- **Enter and leave the pool.**
- Develop good arm and leg action required for the different strokes.
- Swim confidently, competently, and proficiently over a distance of 25metres.
- Learn basic swimming life-saving skills and pool rescue, with first aid practice.
- Skip fluently for 2 minutes
- Learn how to modify stride length, arm action and knee lift to maintain appropriate running paces for different distances.
- To demonstrate good running technique when jumping over obstacles.

By the end of Year 5, children should be able to:

- To identify and practice body shapes and balances.
- Perform gymnastic moves with control and accuracy, developing different sequence work.
- To understand why fitness is good for health and well-being.
- Perform a fitness circuit to improve strength and stamina and to develop consistency in technique.
- To develop skills in batting and fielding.



- Learn to use different fielding techniques, catching and throwing.
- Holding the bat and striking the ball accurately.
- To understand how to read and use a map. Using the key and reference points on the map
- To throw with accuracy and power, javelin.
- To learn the basic skills and correct technique when jumping for distance.
- Can use different styles confidently when skipping.
- Sustain running at a continuous pace and improve their technique for sprinting.

By the end of Year 6, children should be able to:

- To understand basic rules of different team games.
- Using ball-handling skills and to apply rules and skills learnt to a game, showing clear positions and formation set-up.
- To identify and practise gymnastic shapes and balances, using counter-balance and counter-tension body shapes.
- Show progression of floor work onto the apparatus.
- To complete a sequence of balances and moves in canon and unison with a partner or group.
- To plan a personal programme that is suitable for each child, using the skills and knowledge learnt from previous lessons.
- To throw and catch under pressure, using fielding skills to stop the ball effectively.
- Learn correct technique and batting control
- Can confidently read a map and use the key to identify different structures and features.
- Can contribute different ideas and strategies to work out problems.
- To throw with power, accuracy and safely.
- Explore different footwork patterns and to understand which technique is most effective when jumping for distance.
- Can use skipping as an effective warm up exercise at the beginning of a lesson.
- Good repetition and various techniques.
- To use a running pace that can be sustained for a 10 minute period.

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