

Beech Hill School

Physical Education and Health

Policy



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Date: September 2020

Review Date: September 2021

## Intent

At Beech Hill we deliver a skills-based approach to Physical Education (PE), focusing primarily on the fundamentals of movement (agility, balance and co-ordination) which will start in EYFS. We focus on this approach because they are crucial for children to succeed in life long physical activity and sports. PE needs to be inclusive, fun and engaging to create a positive outcome, so children want to take part across their school life and throughout their lives. Once children master the fundamental movement skills, these are then transferable to succeed in any type of sport that they can take part in during lunch time clubs or after school sports clubs, which will then lead on to representing the school in competitions. Our curriculum aims to improve the wellbeing and fitness of all children at Beech Hill, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. We ensure all children have opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. At Beech Hill we want to teach children skills to keep them safe such as being able to swim, and we aspire for all children to leave primary school being able to swim at least 25 metres.

## Aims for pupils:

Through our teaching of physical education, we aim to:

- Ensure children master the fundamental movement skills (agility, balance and co-ordination) through a skills approach.
- Provide children with a positive, fun, engaging and challenging learning experience where they become physically literate.
- *Develop children's social, personal, health and fitness, cognitive, creative and physical skills through PE*
- Ensure children are physically active for sustained periods of time.
- Ensure children lead healthy, active lives.
- Increase participation in competitive sport.

## Implementation:

### Planning

The PE lead has made a long-term plan that is shared amongst all staff so they are aware of what they should be teaching in which half term with the national curriculum objectives clearly stated (example shown below).

	<b>Paddington's Adventures</b>	<b>Childhood Then and Now</b>	<b>Marvelous Me!</b>	<b>Sensational Safari</b>	<b>Sensational Safari / Influential Individuals</b>	<b>Influential Individuals</b>
<b>Year 1</b>	<b>Gymnastics</b> Real Gym Unit 1  <b>NC Objectives:</b> Master basic movements including running, jumping, balance, agility and co-ordination.  Perform dances using simple movement patterns.	<b>Games</b> Real PE Unit 2 – social  <b>NC Objectives:</b> Master basic movements including running, jumping, balance, agility and co-ordination.	<b>Games</b> Real PE Unit 3 – Cognitive  <b>NC Objectives:</b> Master basic movements including running, jumping, balance, agility and co-ordination.  participate in team games, developing simple tactics for attacking and defending.	<b>Gymnastics</b> Real Gym Unit 4 – Creative  <b>NC Objectives:</b> Master basic movements including running, jumping, throwing and catching, balance, agility and co-ordination.	<b>Dance</b> Jamie – Dance unit  <b>NC Objectives:</b> Perform dances using simple movement patterns.  Master basic movements including running, jumping, balance, agility and co-ordination.	<b>Games</b> Real PE Unit 6 – Health and Fitness  <b>NC Objectives:</b> Master basic movements including running, jumping, throwing and catching, balance, agility and co-ordination.
<b>Year 2</b>	<b>Games</b> Real PE Unit 1 – Personal  <b>NC Objectives:</b> Master basic movements including running, jumping, throwing and catching, balance, agility and co-ordination.  Perform dances using simple movement patterns.	<b>Dance</b> Jamie – Dance unit (Great Fire of London)  <b>NC Objectives:</b> Master basic movements including running, jumping, balance, agility and co-ordination.	<b>Gymnastics</b> Real Gym Social – Unit 2  <b>NC Objectives:</b> Master basic movements including running, jumping, balance, agility and co-ordination.	<b>Gymnastics</b> Real Gym Unit 4 – Cognitive  <b>NC Objectives:</b> Master basic movements including running, jumping, throwing and catching, balance, agility and co-ordination.	<b>Games</b> Real PE Unit 5 – Physical  <b>NC Objectives:</b> Master basic movements including running, jumping, throwing and catching, balance, agility and co-ordination.  participate in team games, developing simple tactics for attacking and defending (Real PE).	<b>Games</b> Real PE Unit 6 – Health and Fitness  <b>NC Objectives:</b> Master basic movements including running, jumping, balance, agility and co-ordination.  participate in team games, developing simple tactics for attacking and defending (Real PE).

The skills are clearly mapped out in the skills document for teachers to refer to so they understand what should have been taught prior and what learning comes next. For our PE lessons, we use a scheme of work called Real PE which is broken down into six areas: personal, social, cognitive, creative, physical and health and fitness. The scheme is an online platform which provides teachers with all their lessons and videos that children can use in the lesson. Teachers show the children using the screen in the hall the skill/game and then children can use I-pads in the lesson to set a suitable level of challenge. Real PE teaches the children to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values.

To support the teaching of PE, each year group have 'Must-Know' facts that are displayed in the hall for children to refer to. Key vocabulary is displayed as well as understanding the changes to our bodies when we exercise.

We have a specialised dance teacher who teaches each year group for one half term. The dance unit is planned alongside their topic theme for cross-curricular links. Regarding gymnastics, Real PE delivers a Real Gym unit, so pupils have at least one gymnastic unit throughout the year.

Children in Year 4 swim once a week for half of the year at a local private pool to gain confidence in water safety. Children in Year 5 attend swimming at a local council leisure pool for 45 minutes each week. The children attend for the full academic year and top ups are available for children who still have not met the National Curriculum in Year 6.

In the Foundation Stage, the Real PE scheme of works relates to the objectives set out in the Early Learning Goals (ELG), as outlines in Development Matters. It helps to develop children's communication and language, physical development and social and emotional development. Specifically looking at Physical Development there are two strands of; Moving and Handling and Health and Self-care, Real PE ties itself well:

**Moving and Handling:** Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

**Health and self-care:** Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. They participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. These skills can then be built on when children enter KS1.

## Teaching

The physical education curriculum is delivered by class teachers, but for one half term a year we have a specialised dance teacher to teach a unit of dance. In PE we want children to be active for most parts of the lesson, so we keep teacher input to a minimum. At the beginning of each lesson, the teacher explains the outcomes of the lesson and informs how the children can be successful in achieving the lesson aims. In EYFS, each unit is taught through a theme to engage the children. In addition, the children have a song and dance to learn in their warm-ups.

## Warm-ups

Each lesson begins with a fun warm up that is child led. At the end of the warm-up the teacher will explain the reasons for warming up and children will discuss the changes in their bodies (refer to Must Know facts).

### Skill based learning

The lesson will then focus on a specific skill (agility, balance or co-ordination), and children will work in small groups trying to complete them. I-pads are used so children can move their learning on or back when necessary, so they are suitably challenged.

### Game based learning

The skill learnt will then be practised through a game or activity where children will develop their social skills and compete in a safe environment.

### Review

At the end of the lesson, there will be time for children to speak about what they have learnt against the learning outcomes that were shared at the beginning of the lesson.

### Evidence

Teaching assistants are required to be in the lesson supporting both the teachers and pupils. All the children's work is saved on Seesaw in the appropriate subject folder with the skill clearly stated (see non-negotiables for further clarity). Both the teacher and the teaching assistant will continuously film the children taking part in the different activities to ensure learning is not missed. Each unit of work must have evidence of the skills learnt and the game-based learning (saved specifically in Seesaw that is easily accessible for the subject lead i.e. static balance 3 - green challenges).

### Resources

Frequently used PE resources are stored at the top of the hall for easy access (cones, balls etc.). We also have a container that has more resources if needed. The PE container is locked, and only members of staff have access. The cupboard is regularly checked by the PE subject leader to check its tidiness and organisation. Staff are advised to inform the subject leader of broken, damaged or lost equipment so that replacements can be ordered.

### PE Sports Premium

The School work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher. The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their children. Schools receive PE and Sport Premium funding based on the number of children in Years 1 to 6. Information about the

school's funding allocation and how it is spent each year is published on the Beech Hill School website under 'PE and Sport Premium'.

### Swimming provision at Beech Hill School.

Children attend swimming lessons at both Ogden Otters and Sowerby Bridge Swimming pools. Year 4 attend Ogden Otters for water safety and a basic introduction to swimming, and then in Year 5 they attend Sowerby Bridge Swimming Pool where they take part in weekly 45-minute lessons with the aim to passing the National Curriculum award. Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course. Those children who have not passed at the end of Year 4 will continue in Year 5.

### Inclusion:

All pupils must take part in PE regardless of their ability, or disability. Real PE is an inclusive scheme of work where all children can succeed and join in. It's a child led approach and children can challenge themselves during the skill practise. They work in small groups using an I-pad to move onto the next skill. More able pupils can move through the skills at a rapid pace and then they will coach other pupils which consolidates their learning.

### SEND:

Real PE has specific advice and support for each lesson for teachers to refer to (includes videos, diagrams and a step-by-step guide). The lesson gives differentiated activities for SEND children and then can try skills from previous years to ensure success can be achieved. Teaching assistants and support staff must be in the lesson to support these children.

### Competitions

We are part of a family of schools' cluster where we take part in competitive sporting fixtures throughout the academic year including football, hockey, netball, athletics, dance and athletics. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills. We ensure that children with SEND and EHCP can take part in competitive activities throughout the year. We take part in inclusive competitions such as Boccia, Curling and athletics.

### The School Games (SG) programme

The SG aims to provide:

- Colin Crowther is our SG co-ordinator who works alongside the Brooksbank School Sports College.

- Colin is to work alongside the other schools in our family to provide children competitive opportunities for **ALL** children to take part in.
- To provide new and exciting sports that are inclusive to all children and those children with SEND.
- To provide children with safe opportunities to develop social and sporting skills throughout their primary education.
- The PE subject leader is to commit to meeting once per term to discuss competitions, opportunities and CPD events in the area.
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### Family of Schools

The table below shows which group of schools Beech Hill belongs to

Family of schools	Partnership schools
Savile Park(Sowerby Bridge Partnership)	Ling Bob
Mount Pellon(Hipperholme and Lightcliffe Partnership)	
Parkinson lane	Parkinson lane
Warley Road	Warley Road
Beech Hill	Beech Hill
St Augustines	St Augustines

### Daily Mile

We have launched the “Daily Mile”, to help meet the government target of all children being active for at least 60 minutes a day (30 minutes in school). All classes in KS2 to complete this every afternoon.

### Monitoring

The subject lead is responsible for ensuring all year groups are following the long- term plan and using the hall appropriately. The subject lead is responsible for checking that each year group are evidencing their children’s work correctly using Seesaw. The subject lead will support other teachers who don’t feel confident in teaching PE. Each half term, informal lesson observations will take place to support teachers and to ensure

there is continuity throughout the whole school. The subject lead will complete two deep dives throughout the year and feedback to SLT and all staff.

### **Outdoor Adventurous Activities (OAA)**

We are in the process of getting an orienteering track set up around the school for KS2 pupils to access in their PE lessons and geography lessons. We also hold OAA day for KS2 twice over the year where children take part in a range of orienteering activities and challenges to hit the National Curriculum objective. In addition, Year 5 and Year 6 go to Nell Bank for residential where they take part in OAA activities. We are getting an orienteering track around the school grounds to promote OAA.

### **Impact**

We aspire that all our children leave Beech Hill School physically literate, meaning they can work together as a team, take leadership opportunities, can challenge themselves by taking responsibility of their learning and understand how to live a healthy life. We help motivate children to participate in a variety of activities through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills that they can use in the next stage of their lives. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

### **Assessment and Feedback**

Assessment of PE is an ongoing process. As each lesson progresses, the teacher and the teaching assistant carefully observes and assess, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Real PE ensures a progression of skills throughout 6 units of work which are: Social, Personal, Cognitive, Creative, Health and Fitness and Physical.

At the beginning of each unit the teacher will baseline their class and record this on an assessment document. Throughout the unit of work the teacher and support staff will record children taking part in the skills and tag it to those specific skills on Seesaw. At the end of the unit it will be clear to see that progress has been made and the teacher can update the assessment document (see non-negotiables for further clarity).

Pupils in Year 3 and 4 will complete personal best sheets throughout the unit on specific skills. They will write a score on week 1 and then week 6 to show progress. They will then post these



to Seesaw. This introduces children to healthy competition against themselves before moving to competition against their peers.

The teacher will then assess against the learning objectives that are shared at the beginning of each lesson. Throughout the unit through AFL (assessment for learning), the teacher will have a clear understanding of each pupil's level of understanding. This should then be recorded in the assessment document. The subject lead, on a half termly basis, tracks what each year group has completed against the National Curriculum attainment targets to ensure the objectives have been met.

Parents are actively encouraged to support their children by coming into school to watch them compete against other schools. The school uses Seesaw to record videos and share photos with parents so they can keep up to date with school sport. Parents are encouraged to attend Sports day to celebrate and promote physical activity. In terms of reporting on progress, annual reports are written about each child for parents/carers and PE is listed as a foundation subject in all reports.

### **Cross Trust Sports Day**

Each year we hold a Cross Trust Sports Day with ourselves and Dean Field Community Primary School. We organise the week so that each year group has a specific date and time to compete in a range of fun activities competing in their tree groups. Parents are encouraged to come and support. This is seen as a highlight in the academic year.

### **Health and Safety**

**Due to the current pandemic, all equipment must be washed before and after use or left for 48 hours.**

Health and good safe practice are always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential, and children's attire is checked by teachers prior to undertaking PE activities. We use the Safe Practise in Physical Education, School Sport & Physical Activity for reference before undergoing any activity to ensure we adhere to health and safety laws.

### **PE Kit**

**Due to the current pandemic, children are encouraged to come dressed for PE on their PE days to prevent any cross-contamination.**

Children are encouraged to wear appropriate PE clothing. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are recommended. Children are encouraged and

regularly reminded to bring P.E kits. In Early Years, children change into PE kit before each session, to support their development of independence and motor skills. In all other year groups, children will change before the lesson. Teachers send polite reminder slips home to remind parents of children who have failed to wear PE kit or place a message on Seesaw. Children are still encouraged to take part in PE even if they don't have their PE kits. Please see Appendix I for a copy of this slip. Children are bare footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

### Jewellery and Hair

Wearing jewellery is not allowed at Beech Hill School. Children must not wear any kind of jewellery in PE lessons, including watches. Children with medium/long hair are reminded to tie it up securely.

### Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have an hour in the hall each week, so if the weather is not appropriate for outdoor PE, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

### Hygiene

**Due to the current pandemic, children must wash their hands before and after the lesson.**

Children are taught about the body changes that occur when they exercise along with recognition of the short- and long-term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

### Staff dress

It is important that staff should consider their own and their children's safety about their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity. Staff should wear appropriate sporting clothing so they can act as a role model to their class.

### APPENDIX 1

Dear parent/carer, \_\_\_\_\_ did not have their PE kit in school. PE is on a \_\_\_\_\_. Please ensure your child comes to school in a white t-shirt, shorts/jogging bottoms, warm jumper (Beech Hill) and trainers.

Many thanks \_\_\_\_\_

