

Beech Hill School

Physical Education and Health

Policy



Written by: Calum Batley

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Intent

Our school aims to inspire all children to develop a love of physical activity and sport. Through good physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best. We listen to our children wants and needs and provide them with a range of active experiences and clubs. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes. We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond. We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are

dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being. We have strong links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.

Implementation

At Beech Hill School we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure 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

Teaching and learning


Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group to. Together we create a broad and balanced curriculum that is exciting for our children to learn through.

In EYFS and KS1, we focus on making sure that children have experience and proficiency in agility, balance and co-ordination (fundamental movement skills). They are also begin to participate in team games, developing simple tactics for attacking and defending.

In KS2, children continue to practice using the fundamental movement skills taught and acquired in EYFS/KS1 in isolation and in combination and apply these to play competitive games, modified where appropriate. Furthermore, they build on their knowledge of simple tactics to become more adept at applying these principles to

attack, defend and outwit opponents in games. We have chosen a select few invasion and field/striking games to allow our children to develop a depth of skill and understanding in these game areas.

 Long Term Physical Education Plan and Overview 2023-24

	Weather and Climate in the UK Ball Skills Y3/4	Romans Dance	The USA Football	Anglo Saxons and Scots Rounders	Population & Settlements Athletics	Early Civilisations Gymnastics
Year 3	<p><u>Key skills:</u></p> <p>Sending: send a ball with accuracy and increasing consistency to a target.</p> <p>Catching: catch a range of objects with increasing consistency.</p> <p>Tracking: track a ball not sent directly.</p> <p>Dribbling: dribble a ball with hands and feet with control.</p>	<p><u>Progression Statements:</u></p> <p>Copy remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p> <p>NC Objectives: Perform dances using simple movement patterns.</p>	<p><u>Key skills:</u></p> <p>Sending & receiving: explore s&r abiding by the rules of the game.</p> <p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Space: develop using space as a team.</p> <p>Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities.</p>	<p><u>Key skills:</u></p> <p>Striking: begin to strike a bowled ball after a bounce with different equipment.</p> <p>Fielding: explore bowling to a target and fielding skills to include a two-handed pick up.</p> <p>Throwing: use overarm and underarm throwing in game situations.</p> <p>Catching: catch with some consistency in game situations.</p>	<p><u>Key skills:</u></p> <p>Running: develop the sprinting technique and apply it to relay events.</p> <p>Jumping: develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Throwing: explore the technique for a pull throw.</p>	<p><u>Key skills:</u></p> <p>Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand.</p> <p>Balances: develop control and fluency in individual and partner balances.</p> <p>Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p>Jumps: develop control in performing and landing rotation jumps.</p>

Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit.

 **Curriculum Medium Term Plan / Planning Sequence**

Term:	Subject and Unit: Fundamentals (F.M.S)
Year group: 1	Classes:
NC Objectives: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	
Prior Learning in F.M.S:	
<p>EYFS:</p> <ul style="list-style-type: none"> ➢ Run and stop with some control. ➢ Change direction at a slow pace. ➢ Balance whilst stationary and on the move. ➢ Throwing larger balls and beanbags into space. ➢ Jump and hop with bent knees ➢ Explore skipping as a travelling action. ➢ Run and stop with some control. 	<p>Prior Learning in Fundamentals:</p> <p>EYFS:</p> <p>Skills:</p> <p>Running: explore running and stopping. Explore changing direction safely.</p> <p>Balancing: explore balancing whilst stationary and on the move.</p> <p>Jumping: begin to explore take off and landing safely.</p> <p>Hopping: explore hopping on both feet.</p> <p>Skipping: explore skipping as a travelling action.</p> <p>Knowledge:</p> <p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</p> <p>Balancing: know that I can hold my arms out to help me to balance.</p> <p>Jumping: know that bending my knees will help me to land safely.</p> <p>Hopping: understand that I use one foot to hop.</p> <p>Skipping: know that if I hop then step that will help me to skip.</p>
Year 1	
<p>Skills:</p> <p>Running: explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p>Balancing: move with some control and balance. Explore stability and landing safely.</p> <p>Jumping: demonstrate control in take off and landing when jumping.</p> <p>Hopping: begin to explore hopping in different directions.</p> <p>Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p>	<p>Knowledge:</p> <p>Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.</p> <p>Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control.</p> <p>Hopping: know that I should hop with a soft bent knee.</p> <p>Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>
Assessment Criteria Y1	
<p>I can change direction when moving at speed.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can run at different speeds.</p> <p>I can select my own actions in response to a task.</p> <p>I can show hopping and jumping movements.</p> <p>I can work co-operatively with others to complete tasks.</p> <p>I show balance and co-ordination when static and moving at a slow speed.</p>	
SET	
<ul style="list-style-type: none"> • Social: taking turns, supporting and encouraging others, working safely, communication • Emotional: challenging myself, perseverance, honesty • Thinking: selecting and applying, identifying strengths, listening and following instructions 	

The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

	Progression Statement	Lesson title/objective/SET	Success Criteria	Lesson Sequence	Vocabulary
Week 1	<p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Catch a ball passed to them using one and two hands with some success</p>	<p>To develop tracking and collecting skills.</p> <p>Social: To use communication skills to coach my partner.</p> <p>Emotional: To show perseverance as the task gets harder.</p> <p>Thinking: To provide feedback using appropriate teaching points.</p>	<ul style="list-style-type: none"> • Eyes focused on the ball. • Apply a ready position - knees bent, feet shoulder width apart, on your toes. • Body in line with the ball. 	<p>Warm Up – 10 mins</p> <p>Countdown:</p> <p>A - Place hoops around the area. Pupils have a tennis ball. On the signal, pupils explore moving their ball in the following ways:</p> <ul style="list-style-type: none"> • move the ball around the space with your feet • move the ball around the space with your hands • roll the ball and follow it • bounce and catch the ball with two hands • bounce the ball with one hand • throw and catch your ball as you move <p>After one minute of movement with the ball teacher to call 'hoops' - pupils bounce and catch the ball inside as many hoops as possible, keeping count of their score. Look around you to avoid contact with others. Persevere with each movement even if you find this challenging. Make this harder by reducing the <u>amount</u> of hoops and the size of the space.</p> <p>Make this easier by increasing the time pupils have to bounce and catch.</p> <p>B - Repeat, pupils try to improve on their personal best.</p> <p>30 Mins Skill Development</p> <p>Follow me:</p> <p>A - In a <u>space</u> pupils hold their ball straight out in front of them (at shoulder height) and drop it. Pupils explore how best to collect the ball after one bounce, then after two bounces and finally with no bounce. Only drop the balls and do not throw them. Make this easier using a larger allocated space.</p> <p>B - Share ways in which pupils safely collected the ball. Discuss how they followed the path of the ball (tracking).</p> <p>Eyes focused on the ball. Using a ready position (knees bent, feet hips-width apart, hands ready). Keep your body in line with the ball.</p> <p>C - Repeat, focussing on a ready position. Focus their eyes on the ball and keep the ball in line with their body.</p> <p>Bend knees. Keep your eyes on the ball. Quick reactions from a ready position. Make this easier by collecting the ball with two hands or by using a playground ball. Make this harder by collecting the ball with one hand (alternating hands -left, right, left, right) or by collecting the ball at its lowest point.</p> <p>D - In pairs. Pupils take turns to include an additional ball. Pupils hold both balls (one in each hand) and drop them at the same time attempting to collect both simultaneously. Can they collect one then another after one bounce or less?</p>	<p>Track</p> <p>Receive</p> <p>Overhead</p> <p>Shoulder</p> <p>Chest</p> <p>Accurate</p>

SEND:

Get Set 4 PE has specific advice and for teachers to refer to (includes videos, diagrams and a step-by-step guide). 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, Bowling and Kurling.

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 year groups have 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.

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 wellbeing, 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.

The School Games (SG) programme:

The SG aims to provide:

- 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.

EYFS

We encourage the physical development of our children in the nursery and reception class as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. 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.

Assessment

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using Target Tracker. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get

Set 4 PE progression of skills document, progression ladders and knowledge organisers.

Monitoring and Reviewing

The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:

- . Supports colleagues in their teaching, providing a strategic lead and direction.
- . Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires.
- . Reviews evidence of the children's work and observes PE lessons.

The quality of teaching and learning in PE is monitored and evaluated by the subject leader and is overseen by the curriculum leader.

Health and Safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma. Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective. Our School provides an appropriate PE kit for all children and keeps spare sets in school. Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga. Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in. Equipment and apparatus are stored safely at the end of each lesson. Pupils are taught to always consider their own safety and that of others. Teaching staff should be appropriately dressed to teach PE. We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips.