



A School Partnership In Rural England  
Motto : ‘ **We Aspire to Inspire**’

**Our Values** – using the initials of the names of the schools.

**K** – Kindness

**U** – Understanding

**P** – Patience

**H** – Honesty

**L** – Love

**B** – Boldness

**Physical Education Policy**  
**PE Lead – Claire Killick (Mentor F Steer)**

**Document History**

Written/agreed November 2015

Approved by EHT 18 November 2015

Noted by CSC/FGB 24 November 2015 Collaboration Steering Committee (CSC)

Date reviewed and re-approved by EHT October 2016, noted by CSC 22 November 2016

Reviewed and re-approved by EHT November 2017, noted by Fed GB 21 November 2017

Reviewed and re-approved by EHT November 2018, noted by Fed GB 20 November 2018

Reviewed and re-approved for ASPIRE-wide use by EHT Nov 19, noted by Fed GB 19 Nov 2019

Reviewed and re-approved by EHT Nov 20, noted by Fed GB 26 Nov 2020

*The term ‘school’ refers to the schools in the ASPIRE Federation: Kingswood Primary, Ulcombe CE Primary, Platts Heath Primary and Leeds and Broomfield CE Primary. The term may refer to them jointly or individually.*

Date for Review: November 2021

Annual Review

At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

### **Leeds and Broomfield Church of England Primary School**

*“As many hands build a house, so many hearts make a school.”*

*(Matthew Ch 7 24-27)*

**RESPECT      RESILIENCE      EMPATHY      CURIOSITY      HONESTY**

At Leeds and Broomfield we build strong foundations for the children, staff and all stakeholders to learn, flourish and fill their hearts with God’s love. Everyone is important valued and needed to make Leeds and Broomfield grow. We give a quality all round education which develops the whole child; If the rain came we would not fall down. Our school Christian Values support the development of the children and all within the school and local community. In the spirit of our vision and values all pupils are included, valued and respected. We support the pupils in talking about their feelings and giving them strategies in order to cope and survive in life today.

### **Ulcombe Church of England Primary School**

*“Unity and diversity in the body – one body, many members.”*

*(Corinthians Ch 12 12-27)*

**HOPE      RESPECT      ENDURANCE      TRUST**

At Ulcombe Church of England Primary School endurance plays an important role in both our social learning and cultural ethos, where children aspire to be the best they can be. Diversity is the key to our curriculum and opportunities to progress and succeed both academically and as individuals are provided – many members working in unity with respect for each other. Hope is at the heart of our school community and is explicitly shown by both children and adults in our school, regardless of where the path of life leads them. Through God’s love and trust each individual learns the skills important for them but also adds value to the community as a whole.

We are Ulcombe Church of England Primary School and each one of us is a part of it!

**Contents**

1. The Importance of Physical Education Across ASPIRE .....	4
2. Aims of Physical Education .....	4
3. EYFS Objectives (ELG) .....	4
4. Key Stage 1 Objectives.....	4
5. Key stage 2 Objectives.....	5
6. Swimming and Water Safety .....	6
7. Assessment, Monitoring and Recording.....	6
8. Health and Safety .....	6
9. Dress .....	7
10. Equal Opportunities/Inclusion.....	7
11. Spiritual, Moral, Social and Cultural Development .....	7
12. British Values .....	8

## 1. The Importance of Physical Education Across ASPIRE

In physical education we value many things. Firstly in all of our physical education lessons the pupils' enjoyment is a must because this will aid to developing the pupils physical literacy journey. As well as this we aim to achieve inclusion in every lesson too. Alongside these values our school physical education will involve the community not just in school but outside of school because we believe in being involved in a close knit community. Also our physical education lessons will involve plenty of variety, given pupils the widest range of activities in order for them to experience as many as possible, in the hope that they continue at least one of these activities in later life.

There are many reasons we value physical education across ASPIRE. Firstly we believe that physical education enables pupils to develop relationship with their peers. Secondly it develops the pupils' communication skills, which is an important life skill to obtain. Thirdly it promotes pupils creativity when participating in physical education lessons. Finally it develops the pupil's confidence because they are participating in activities that they may not feel comfortable with at the start of a topic, but by the end of the topic they will be confident in participating in the activity. This is a skill they can take into other areas of the curriculum and will aid them in later life.

## 2. Purpose and Aims of Physical Education

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that 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.

## 3. EYFS Objectives (ELG)

### Gross Motor

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and co-ordination when playing;  
Move energetically, such as running, jumping, hopping, dancing, skipping and climbing.

### Fine Motor

- Hold a pencil effectively in preparations for fluent writing – using the tripod grip in nearly all cases.
- Use a range of small tools, including paint brushes, scissors and cutlery
- Begin to show accuracy and care when drawing.

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

#### **4. Key Stage 1 Objectives**

Pupils will develop core movement, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They will engage in competitive (both against self and others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught to:

- master basic movements such as running, jumping, throwing, 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
- perform dances using simple movement patterns

#### **5. Key stage 2 Objectives**

Pupils will continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

Pupils will be taught to:

- use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance, eg through gymnastics and athletics
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team

- compare their performances with previous ones to achieve their personal best

## 6. Swimming and Water Safety

Throughout their time at ASPIRE students will learn how to swim competently, confidently and proficiently over a distance of at least 25 metres. During swimming lessons they will use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and be able to perform safe self-rescue in different water-based situations. Different year groups get the opportunity to go the local leisure centre and take part in swimming lessons. Assessments are made at the end and next steps identified for next time.

## 7. Assessment, Monitoring and Recording

Assessment should form part of the normal teaching. On the planning sheet, any significant achievements or problems encountered by the children are noted down. This forms part of the evidence.

Feedback is given to the children during and after the performance.

Assessment may also include video recordings, photos discussing and listening to the children's observations of their peers performances and assessment of their own work.

Assessment will be on a continuous basis and children will be working towards appropriate year stages and recorded termly by each class teacher. Each term teachers will complete the assessment sheet split into three areas – physical development, cognitive and social and emotional. Next steps will be written at the bottom for the next unit to ensure all pupils continue to progress.

## 8. Health and Safety

All teachers are always responsible for safety in their own lessons and should, therefore, manage their environment to ensure health and safety of themselves and others, particularly by always checking that equipment is secure.

All children need to become increasingly aware of safety and should be taught the importance of good discipline throughout a PE lesson. The teacher needs to ensure that all children, at all times, are listening and understand instructions accurately.

Teachers should ensure that the children set up and put away apparatus and equipment that they have used, carefully. The equipment should be stored in the appropriate, labelled place. It is the responsibility of the teacher to ensure that all children know how to lift and move apparatus safely.

Teachers must make sure that every child has warmed up and cooled down properly. Teachers should also help their children notice how, when they play a game, their bodies become warmer and their heart beats faster.

Children that require medication during a PE lesson e.g. an asthmatic, should be taught to take responsibility of their medication by remembering to take it when required and keep it close at hand.

## **9. Dress**

Children should change out of their school uniform, into more appropriate clothing that allows freedom of movement and is suitable to the activity. If children are expected to change, then a good example is set if the teacher changes too. Pupils should change quickly and quietly, in their classrooms, however, if privacy is required, both boys and girls should be allowed to change in the toilets.

For safety reasons, children under no circumstances should wear socks, tights, or track suits, on apparatus, as this can be potentially dangerous. If this is the case, plimsolls, not training shoes, should be worn. Pupils should not wear any jewellery, (including no stud ear-rings). Long hair should always be tied back.

## **10. Equal Opportunities/Inclusion**

Every child is entitled to high quality PE. The same expectations are followed within PE as in all lessons. Children with special needs will be included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the coordinator and SENCO (if applicable). All children will be given equal access to learning opportunities and resources, regardless of gender, race, cultural or social background. We will eliminate any stereotypes and thus enable and encourage both sexes to participate in all the sports provided, including any after school clubs.

## **11. Spiritual, Moral, Social and Cultural Development**

PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings will allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and of each other.

## **12. British Values**

Within the ASPIRE we use opportunities both from within our published curriculum and beyond, to secure the British Values outlined below:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs