



Physical Education Policy

INTENT:

It is our intent at Merton Bank to deliver physical education through a holistic approach to positively develop the children's' physical literacy. Through a high-quality teaching and learning sequence we aim to not only develop their physical ability, skills, and knowledge within P.E and various sports but to enable the children to become motivated, confident, physically competent and understand the value of choosing to engage in physical activities for life. Whilst engaging in P.E the children are also able to develop their social skills and teamwork, understanding fairness, being part of a team and equity of play to imbed life-long values. Through a broad and balanced curriculum children will engage with a variety of different physical activities within school and the local community with the opportunity to develop and unlock their full potential, as well as understanding how to evaluate and recognise their own and others success. Thus, allowing their enjoyment and creativity in physical exercise and education to grow and increase.

IMPLEMENTATION:

At Merton Bank Primary School we teach P.E through blocks of lessons from a scheme called 'Get Set 4 PE' which focuses on developing skills in different areas of sport and activity in accordance with the national curriculum. Through fundamental games, invasion games, gymnastics, dance, athletics, OAA, striking and fielding and net and well games children will have the opportunity to:

- develop competence to excel in a broad range of physical activities
- become physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- to work together with others in a variety of situations (skill based, team building and competitive opportunities)
- recognise and describe how their bodies feel during exercise and make informed decisions to lead healthier lifestyles and understand the greater impact sport/exercise can have on their overall well-being

P.E lessons across the school will have a similar structure to ensure a high-quality lessons are being delivered to all pupils.

- Each lesson will ensure an appropriate warm up/cool down, appropriate fundamental skill (specific to the sport or general across physical education), an activity to further practise that skill and an opportunity to work in a group/competitive activity to incorporate a variety of different skills.
- Towards the end of a block of P.E lessons, children should be starting to use the variety of skills they have acquired in team games, independent performances, and a variety of other different physical contexts.
- In KS2 children also have the opportunity to complete a full term of swimming to practise and develop their safety and confidence.
- Within the lessons, teachers are encouraged to draw attention to good examples of individual or group performance as models for other children and encourage the children to evaluate their own work as well as the work of other children.
- Activities are suitable for differing abilities through the use of STEP. Changing tasks/activities based on space, the task itself, equipment, or the people involved.

Teaching P.E in the Early Years Foundation Stage

The EYFS curriculum follows a framework called 'Physical Development' which provides children with the opportunities to develop co-ordination, control and movement as well as beginning to develop an understanding of the importance of physical activity and making healthy food choices. The framework is enabled to develop children to 'be confident to try new activities and show independence, resilience and perseverance in the face of a challenge'.

The key aims are:

- Experience of gross and fine motor skills
- Exploration of movement
- Opportunities for play and games that develops core strength, stability, balance, spatial awareness, co-ordination, and agility
- Repeated opportunities to explore and engage in real world opportunities
- Collaborative opportunities to develop teamwork skills and resilience

As well as participating in sporting activities across school the EYFS provide a variety of different opportunities for the children to develop their skills, such as:

- Activities surrounding health and wellbeing, expressing thoughts and feelings
- Opportunities to grow their own fruit and vegetables and discussing the nutritious value
- Handling of classroom equipment to encourage strength of fine and gross motor skills, such as: pencils, spades, and paint brushes
- Developing independence by getting changed on their own
- Developing physical competence through break times, lunch times, climbing frames and specifically planned P.E lessons that follow a progressive sequence

Teaching P.E in Key Stage 1 and Key Stage 2:

All pupils from R to Year 6 have 2 hours of planned physical activity a week. An overview of the P.E curriculum across the year ensures that topics are varied and not repeated (see above for specific sporting opportunities). Across KS2, the Daily Mile is used. This is an initiative that was introduced to encourage children to increase the amount of physical activity they participate in across the school day. It is used to encourage children to consider different ways of traveling around the school playground, skipping, running, hopping, or jogging to complete a mile and notice the physical and mental benefits this can have on them during the school day.

Similarly, pupils from Year 1 to 6 have access to extra resources that facilitate greater participation in physical activity during their break and lunch times. The playground is well equipped with floor markings and a resource trolley to encourage further participation in games and activities. Year 5 and Year 6 can train to become play leaders or B's Buddies, their responsibility being to provide children of all year groups with a range of active activities and coordinating the smooth running of these daily.

Extra-curricular opportunities

P.E is also widely promoted across school using after school clubs. Many clubs at Merton Bank are sports focused, such as, netball, athletics, football, dance, and clubs change termly to provide a variety of different sporting experiences. Pupil voice is collected using questionnaires and discussions to influence the potential clubs on offer throughout the academic year. As well as staff lead clubs, there are several different local clubs from within the community who deliver sessions throughout the year such as Blackbrook Football and Saints Community Development Foundation.

Physical Activity within the curriculum

Across the school, teachers are encouraged to include physical activity across the curriculum. Within lessons such as Maths and English, where physical activity is not usually implemented, staff are encouraged to introduce this where appropriate. Such as, mathematical team relays to complete a range of questions, use of karate movements when learning about angles and allowing for drama and performances within English.

Physical education is also accessed and explored through cross-curricular links in Science, when learning about the body (health and well-being) and Geography, completing field work of the school grounds and local community (OAA). PSHE and SMSC also allow for greater health and wellbeing opportunities that lead on to informed discussion and decision making surrounding leading healthy, active lifestyles over a sustained period of time.

Summer Term Opportunities

During the summer term, KS1 and KS2 Sports Day is held covering traditional sporting activities. As well as promoting personal challenge through the competitive aspect, children develop working as a class, supporting their peers and demonstrating their talents. Participation is key during sports day, with as many children across the year group able to enter the specific races. Sports day also aims to promote parental engagement through allowing parents to spectate and participate in a parent and child activity.

Year 6 attend an annual residential trip in which they undertake a series of physical and challenging activities to develop their competence and confidence in new environments and situations, as well as their ability to work together as a team. Activities such as archery, canoeing, rock climbing, problem solving, and zip wire allow the children to experience activities that would not necessarily be easy to access in school or the local community.

Similarly, within the summer term, a Health and Well-Being Week is also held for all classes across school. This incorporates physical activity and becoming more active to promote a healthier lifestyle and develop strategies and resilience when dealing with mental health and well-being. The week includes a variety of workshops and activities that the children can participate in, such as food and diet information and making sensible swaps, to how to become resilient and recognise mental and emotional well-being and strategies to support this. As well as activities that the children would not normally access, such as rock climbing, archery, fencing, knock-out challenges and dance fit. The week aims to promote becoming more active through trying new activities and developing a holistic view to well-being and how being physically active and can lead to a more positive mindset. Challenge is a key focus for the as children are encouraged to make informed choices outside of school to improve their physical, mental and emotional well-being.

School Games Mark

As well as the wide variety of sport within school, at Merton Bank we are proud to be involved in the local School Games competitions. Throughout the year, various year groups and children are selected to participate in different sporting events and represent Merton Bank to develop the competitive aspect of sporting activities. Similarly, at school, the School Games Mark is promoted through the inclusion of intra-competitions. Children and year groups go head-to-head against one another to develop their skills, teamwork and win overall points and games for their specific team. An example of this would be Quidditch, this is a focus during Health and Well-being week where the children are placed into Harry Potter themed teams across the school to gain house points and a trophy. Other competitions are selected based on topic coverage as well as using the School Games sporting cards and opportunities.

As part of St Helens Local Community, Merton Bank is involved in a network of schools which also creates a calendar of sporting events to develop links between schools, local community clubs and the community.

Resources

PE resources are stored in the PE cupboard, located in the hall, and the outdoor PE storage units. Resources should not be collected from the PE cupboards by unaccompanied children, but only by teachers, teaching assistants or by supervised children.

Outdoor play equipment is kept in the outdoor storage units. The Play Leaders, B's Buddies and lunchtime supervisors have the responsibility of keeping the playground equipment tidy.

All staff and children are encouraged and expected to: treat the resources with respect; keep them in the appropriate areas; ensure all resource storage areas are kept tidy and report any faulty or unsafe equipment to the subject leader, who is then responsible for having it repaired or disposed of.

Health and safety

At Merton Bank we encourage the children to consider their own safety and the safety of others at all times. We expect them to arrive in suitable indoor or outdoor PE kit, consisting of white t-shirt, black shorts and black pumps. For lessons delivered outdoors on the playground or field, pupils may wear a tracksuit and appropriate trainers or footwear. For gymnastics children are required to be barefoot. On occasions when pupils forget their P.E kit, spare kit is available. If this occurs on a regular basis, parents are informed by letter.

Children are expected to be responsible for removing jewellery (if unable to be removed, earrings are taped over) and long hair is to be tied back away from the face, during P.E lessons. All teachers should at least change into appropriate footwear for the teaching of PE if not already in appropriate clothing for the successful delivery of PE. Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult. Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g., not lifting hockey sticks above the waist, not jumping or running in front of others, etc). Pupils are taught to understand the safety risks involved in wearing inappropriate clothing and encourage to consistently arrive to school well equipped and appropriately dressed to participate in PE, physical activity and school sport.

Accident procedure

In the event of an accident the class will be settled and then help will be sent for as soon as possible. There are trained first aiders in each area of the school; they will then follow set procedures for specific injuries.

Sports premium

For information about how the school spends the Sports Premium Funding, please see the attached documents on the Sports Premium page on the school website.

IMPACT:

Assessment

Physical Education is assessed at Merton Bank in various forms: such as objective tracking, subject monitoring, pupil voice and photographic evidence. During lessons, appropriate verbal feedback is given to ensure progress and correct application of skill and technique whilst also allowing the children to self and peer-assess to develop their understanding of success criteria within P.E. The recent progression ladders in conjunction with the Get Set 4 PE scheme will document the objectives/aims for the children, after each block of a unit of specific sport/activity children will be assessed using a relevant tracking document alongside potential photographic and video evidence that will be recorded and saved within relevant school folders or uploaded online and pupil voice. As well as specific assessed lessons, photographs and monitoring of children's abilities and skills are also noted and can be used to inform final decisions when at school internal and external competitions. Subject leaders will ensure appropriate and frequent monitoring is completed through lesson observations, discussions with pupils and staff, questionnaires, planning and work environment.

Impact

The impact of P.E on the children will be beyond just being physically active within school and being able to apply correct use of skill. Children will have a wider range of physical ability opportunities and skills that they can take and share beyond the school environment. Children will recognise P.E as being a major factor of positive health and well-being and will utilise this understanding to use P.E and sport to have a positive, lasting effect on their life. It will be a holistic approach to leading a happier, healthier life. Children will become fully rounded characters that are able to demonstrate responsibility and resilience when dealing with challenges and barriers of physical activity and use this to develop qualities such as friendship, equality and determination which will prepare them for living in the wider community. Children will demonstrate evidence of being highly motivated and making the right decisions to influence

not only their lives but those around them as well. Our children will understand that they have the choice and the opportunities to access as much physical activity as they desire and will demonstrate a clear enjoyment and passion when doing so. Through offering engaging, inspiring, challenging and fun lessons and P.E experiences children can believe that they have the opportunity, through P.E, to impact their future for the better, now.

COVID-19 Policy Updated

Following on from changes made in recent years surrounding COVID-19, we have implemented a number of changes within the planning and delivery of PE to ensure that pupil and staff safety is paramount whilst still delivering a broad and rich curriculum. To ensure PE is still accessed by the children at Merton Bank in the safest and most productive way as possible the current changes below were made and are still in practice today.

- Children will arrive at school, in their PE kit, on the days that they have PE.
- Minimal use of shared equipment during the same day/term through careful planning of topics covered across the year groups.
- Minimal overlap of equipment used on the playground for break and dinner times.
- Weather dependant, as many lessons taught outside as possible to reduce the need for indoor hall use.

Written by: Miss Heaton (Subject Leader)

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Nurturing a Love For Learning