

Moss Side Primary School Policy



PE and Sport

PE Intent

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand.” Nelson Mandela

At Moss Side, PE and sport is an integral part of our school fabric, encouraging life-long care of pupil’s health and well-being; promoting values such as teamwork, dedication, resilience and sportsmanship; providing opportunities to excel in a variety of sports. In EYFS and Key Stage One, we aim to ensure that pupils have a strong foundation within the Fundamental Movement Skills (running, jumping, kicking etc) and offer a carefully considered experience of some sport specific opportunities. In Key Stage Two, our intention is to build from this strong FMS base, providing PE lessons and enrichment opportunities which enable pupils to develop tactical games skills, as well as supporting the health and fitness development of all pupils.

Our enrichment programme begins in KS1 and is wide by the start of Year 3, continuing to widen through to Year 6, with competitive opportunities increasingly evident in Year 5 and Year 6, but with a clear focus remaining on developing all pupils’ sporting ability. We hope that, by the time pupils leave us, they will have gained life-skills in keeping fit and healthy, while understanding the mental well-being and social benefits of physical activity. We also aim to provide pupils with opportunities to explore sporting activities outside of the school provision, whether by signposting to community provision or by providing short tasters of a range of activities, to hopefully continue to play and embrace sport and fitness as a way of life.

Aims

Pupils will:

- have a positive attitude towards PE and sport, both in school and outside.
- develop Fundamental Movement Skills and control and co-ordination of the body.
- learn PE skills which can be transferred to a range of different sports.
- be able to analyse performance of themselves and others, developing strategies for improving performance.
- have a sense of fair play, honest competition and sportsmanship.
- develop self-confidence through being able to participate and achieve success at their own level of competence and understanding.
- gain an understanding of safe practice in a variety of situations.
- develop an understanding of the importance of exercise in maintaining a healthy life and encourage a life long participation in and enjoyment of physical activity.

Curriculum Design

The Lancashire Scheme of Work (available via the server) forms the overall scheme of work for classes but staff may prefer to use the expectations from the scheme but develop their own series of progressions/lessons in order to get there. Staff cover the units of work outlined in the Curriculum Map. A sports day is organised in both departments to celebrate the work of the pupils during the year.

EYFS/ KS1

The main focus at this age is to develop the Fundamental Movement Skills required to access the later PE curriculum and develop lifelong skills. Specifically targeted lessons, focussing upon this skill development, are delivered once a week in every class (usually to half class groups). PE standards in EYFS are based upon ELGs, and Year 1 and 2 are assessed against FMS 'mature' criteria. R/Y1 continue to follow Foundation scheme of work for the first term, gradually moving to KS1 units of work, depending on class ability. Y1/2 and Y2 classes develop FMS at the appropriate level for the class by choosing appropriate activities, working towards the 'mature' stage of development and beginning to incorporate more 'competitive' elements to their work. *Staff may choose to complete additional units to those stipulated.*

Each class has two hall sessions per week, one led by the class teacher, the other by the PE TA. These session may be taken outside should the weather be suitable.

KS2

The units of work explore generic subject skills, before moving on to sport specific tasks. End of year expectations are outlined in the core tasks for units of work, with the * units used as the main assessment points in that year (see Curriculum Map). Teachers have flexibility to choose the sport linked to the unit (eg. football or hockey in invasions games). In Year 5, some classes will complete all aspects of the core task in a unit of work, in which case the Year 6 teacher would complete the same task with a different sport. Some Year 5 classes will not complete all of the core task, in which case the Year 6 teacher may choose to continue using the same sport to complete the core task. This will depend upon the ability of the group. Any more able pupils will be able to develop further skills at extra-curricular clubs. *Staff may choose to complete additional units to those stipulated.*

Swimming is normally completed in Summer term Year 4 and Autumn/Spring terms in Year 5, although this has been disrupted by the COVID pandemic and efforts are now being made to return to this wherever possible.

Bikeability and Scootsafe are completed in Year 5 and 3, although this was disrupted during the COVID pandemic.

Each class has at least one timetabled hall session. An additional session should be timetabled for outside (or swimming) during the week.

The variation in units of work should allow pupils to build on previous skills, whilst maintaining the coverage required of the National Curriculum. There are no set 'sports' which should be used as vehicles to teach PE skills.

Assessment and Evidence

As mentioned above, assessment is based around either the FMS criteria or 'core tasks' for units of work. Staff will observe the skills displayed by pupils and discuss these with them, assessing them against the set criteria. No additional evidence is necessary in order to allow staff to focus upon teaching, rather than record keeping. If staff require support assessing pupils, they consult with the PE specialist within the staff team.

Enrichment Activities

In order to support the development of PE and sports specific skills, we provide a wide-ranging programme of opportunities for pupils. These include:

- Before and afterschool clubs linked to health and fitness (such as Fit4Life club).
- Before and afterschool clubs linked to sport specific skills (such as Football club).

- Lunchtime sports activities organised/ run by staff.
- Entry of competitive A teams into tournaments and B teams for development (such as Leyland CV High 5), although this was disrupted by the COVID pandemic.
- C teams taken to multi-sport events, encouraging participation from SEND pupils/ pupils less likely to access the above.
- In class opportunities offered, such as Bikeability.
- South Ribble coaches deliver after school clubs (such as archery) to broaden the offer to pupils.
- Paid clubs offered (no more than one per term) to further broaden the offer to pupils (such as Judo).
- KS1 teams taken to local events.
- Whole school events run (such as Dance from the Heart).
- Young leaders are actively encouraged (such as Sports Captains).
- Signposting made to local sports clubs for interested pupils/ pupils showing potential in sports.
- Health and Fitness Week (as part of our Special Week cycle).

NB. The School Games Mark is an indicator of the offer in place.

Parental Involvement

We hope and expect that parents will be actively involved with their child's acquisition of skills and aim to promote this in the following ways:

- by holding parents' evenings during which their child's progress and ability can be discussed.
- by inviting parents to assemblies and concerts, some of which may involve dance and movement.
- by encouraging parental support at extra-curricular activities.
- by encouraging children in any out of school physical activity they do and/or external sport.

Inclusion

When teaching PE we aim to deliver an inclusive curriculum for all pupils by differentiating as much as possible, including completely adapting tasks for some pupils if necessary. All school run clubs are available to all pupils and all are actively encouraged to attend.

Health and Safety in PE

We maintain an up to date risk assessment file regarding use of the hall, playground and field for PE activities. At all times the member of school staff is in charge of behaviour and safety, even if an external coach is delivering the activity.

When working with PE equipment, in varied activities and in different environments, including those that are unfamiliar, pupils should be taught to assess their own risk.

The school follows the safety requirements laid out by the guidelines in the BAALPE document "Safe Practice in Physical Education" and Lancashire County Council policy.

Dress for PE

Pupils attend school in clothing appropriate for the activity.

EYFS/ KS1

- Light blue t-shirt
- Navy blue shadow shorts
- Trainers or black pumps (elasticated or Velcro). NB. Bare feet may be used instead at the teacher's discretion
- Tracksuit bottoms (for outdoor/cold weather use)

NB. Some PE lessons may take place in EYFS/KS1 in school uniform if deemed appropriate.

KS2

As above but also including:

- Swimming Kit
 - Trunks (not shorts)/ costume (not bikini)
 - Swimming hat with clearly marked name on the outside
 - Towel
 - Light shorts and t shirt or pyjamas (when undertaken water safety work)

NB. All jewellery should be removed prior to starting PE lessons. In minimal cases, earrings may be taped up should there be a problem with removing them. It is the responsibility of pupils to remove and store any items.

NB. Kit, including swimwear, can be provided for children who forget and a note is sent home to inform parents if a child has forgotten.

Extra-Curricular

- Pupils bring their own clothes to change into for extra-curricular activity if required eg. football club. Pre-school activities such as dodgeball are unlikely to require changing.
- It is made clear that shin pads are recommended for football but not compulsory.

Resources

- Central resources are stored in the hall PE cupboard and external container. Inventories are available via the PE subject leader and displayed in the cupboard.
- Any missing/ damaged items should be reported to the subject leader.
- PE monitors can access and organise resources for staff.
- The field is maintained by LCC and markings arranged with them.

Impact

The impact of the curriculum will be assessed by:

- The teacher assessment collated by subject leaders (see above).
- Pupil conferencing to discuss understanding, retention of knowledge etc
- Application of skills and knowledge in extra-curricular activity
- Participation in extracurricular/ out-of-school activities (considering the potential long term impact on pupils' lifestyles and future choices)
- School Games and YST marks

An annual report into the impact is provided by the subject leader, before development points are created for the following year.

This policy needs to be read alongside the following whole school policies:

- Risk Assessment File
- Marking
- SEND

- Positive Behaviour
- LCC external coaches guidance
- Safeguarding