



IGNITE INNOVATE INSPIRE

Policy for Physical Education

“It is very important that we recognise that Physical Education has to be underpinned by quality physical activity and by getting people into good patterns of exercise” (Sebastian Coe).

‘Being my best self’

Curriculum Vision: Why we teach this PE curriculum

At Monkhouse, we believe all children will be their best self. This allows children to be ambitious, courageous, resilient, respectful and kind so that they fulfil their unique potential and become active members of the wider global community.

What we teach in our PE curriculum

At Monkhouse, we provide a broad, balanced and progressive Physical Education curriculum which is integrated into other areas of the curriculum where appropriate. We aim to ignite a passion for learning through active involvement in a variety of sports and competitions. To promote a sense of wellbeing, our regular physical activity increases the heart rate and boosts the body’s endorphins. Through raising the profile of sporting activities and sports people through lessons and assemblies, we hope to inspire children to see that hard work and effort leads to success. We encourage and appreciate the importance of children putting their skills to practise and competing against their peers in their phase groups.

How we teach our Physical Education curriculum - KS1 & KS2

PE lessons should be fun, active, engaging and progressive. We exclusively model the links between prior learning and new learning in order to allow children to develop the skills to succeed. To teach PE progressively across school, we use appropriate year group schemes of work for games, dance and gymnastics. Our curriculum uses a blended approach consisting of GetSet4PE, Laura Prince Dance and the North Tyneside Gymnastics scheme of work. The timetable of sport and physical activity is carefully considered to allow children to practise and apply their knowledge and skills, progressively becoming more challenging from year group to year group.

To ensure coverage is broad and balanced, each individual class is provided with an outline of lessons, skills and games to be taught across the academic year. This is in line with the timetable set for the North Tyneside School Games competitions. Games lessons are planned in a block for the half term and are focussed around the 6 key areas of games for understanding (game form, skills execution, tactical awareness, game appreciation, decision making and performance).

In conjunction with these schemes, we plan a timetable of extra curricular activities to consolidate or extend learning.

How we teach our Physical Education curriculum - EYFS

In the Early Years Foundation Stage educators will prepare the children for the primary PE curriculum through the development of core skills, moving and handling and health and self-care activities. Focus is on developing a basic understanding of his/her body in space and its relationship to his/her environment; the strength to move and maintain postures; the balance to carry out movements or remain still. We provide opportunities for each child that allow him/her to practise movements that develop core skills, including balance, strength, body awareness, knowledge of left and right, coordination and visual skills. The children will become physically active and be involved in a range of planned activities to develop coordination. This will include skills such as hopping, skipping, jumping and running. In addition, children have daily access to the outdoors and to spaces and equipment that encourages physical activity. Nursery and Reception classes take part in weekly PE sessions which focus on the development of skills as set out in the EYFS curriculum. As a result, children begin to move confidently in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. They learn to do this safely by negotiating space. A strong emphasis is placed upon the development of self-help skills, such as dressing and undressing, which builds resilience and confidence as well as developing coordination.

Health and Safety in PE

We carefully consider children's health and safety during PE lessons both indoors and outdoors. Through clear instructions by staff, children know the expectations in relation to their behaviour during PE lessons including the use of equipment where injury can occur.

Regular checks of climbing equipment are carried out by an external provider which is arranged by the our school office staff and on-going checks of equipment are carried out by both teachers and teaching assistants before and during lessons. If equipment is deemed unsuitable or potentially unsafe, it is removed and disposed of and the PE lead is informed.

Before every PE lesson, the member of staff leading the lesson carries out a check of the area they are to conduct the lesson in, to ensure that they are fit for purpose and that there are no dangers to the children. If weather conditions are not favourable, the adult leading the session is to find alternative space to carry out the lesson. The member of staff leading a PE lesson is either first aid trained or carries a first aid pack and a walkie-talkie to radio to the school office if a child needs further medical assistance. Children follow rules in relation to their dress-code for PE, wearing suitable clothing and trainers with no jewellery and their hair tied back.

If the PE lesson is being carried out outdoors during winter months where it can be colder, children are welcome to wear base layers such as hats and thermal vests and leggings. Children are not able to wear coats, scarves and gloves as this can impact the safety of the lesson to both themselves and their peers.

Additionally, children use the appropriate equipment for their age as well as the sport or activity e.g tennis rackets, hockey sticks and basketballs.

Earrings in PE

Earrings should be removed the morning of their PE days before they come into school. However, ideally, earrings should not be worn on PE days. If children are able to take their earrings out themselves, this can be done prior to the lesson. During the six week holidays, if children are wishing to have their ears pierced, we encourage that parents/carers take their children at the beginning of the summer break to allow the six week period to pass. This means that earrings can then be removed accordingly when coming back to school in September.

However, if children are within the 6 week period of having their ears pierced, they are to have their earrings taped over by parents on the day of the PE lesson until they can remove the earrings themselves. If the tape covering the earrings has fallen off, we will give children plasters to cover their earrings if still within the six weeks. Finally, if children are past the six week period and earrings cannot be removed, covered or children do not know how to take out their earrings independently, they may be able to take part in the PE lesson when appropriate for themselves and their peers' safety.

Assessment and Monitoring

We use assessment tools that have been created within Monkhouse Primary School. These are inline with the skills being taught and assessed on a termly basis. Teachers will assess the children at below the expected level and at the expected level. At least twice in a unit of work/every half term, practical evidence demonstrating physical education skills and knowledge should be uploaded to the appropriate year group within the school drive. At the end of each term, the subject leader provides feedback to the SLT through a subject leader report. This includes analysis of data, evidence during lesson observations and detailed actions for the coming term based on the analysis. Where necessary, staff support and CPD is delivered on the outcomes of this monitoring.

Participation - Community School, Local, Regional, National and Global

At Monkhouse, we recognise the importance of community links and as a result, we provide a range of opportunities for our children to take part in sporting events both within school and within our local community. Children across KS2 take part in a variety of competitions throughout the year as part of the North Tyneside School Games. KS1 children attend multi skills sessions across the year that allows them to develop key skills. Across KS1 and KS2, classes take part in intra class competitions which fosters the competitive spirit within school. This competitive element is key to our teaching and the team games allow children to put into practice the skills that they have developed in their lessons and extra-curricular sessions. All children also take part in an annual sports day during the summer term. Some national opportunities we engage with are the Daily Mile event , Olympic athlete fundraising, and current events during each academic year. We also attend local participation sports events such as North Tyneside Dance Festival, Multi Skills and North Tyneside Skipping Festival to develop sportsmanship and confidence within each child.

Extra Curricular

At Monkhouse, we offer a range of extra curricular activities to support and enrich learning in school. These are either led by members of school staff or delivered by outside agencies funded by parents or the sports premium. As a school, we seek to engage more children in extra-curricular sporting clubs and we endeavour to target and encourage specific groups of children, such as those who are eligible for pupil premium or those identified as less active. Registers of clubs will be taken so that attendance can be monitored. These clubs encourage children to further develop their skills in a range of activity areas. Extra curricular club information is provided in advance to parents each half term and they book children onto the clubs through an online portal system. The school also plays in a local schools football league against other local schools and participates in competitions and festivals. These opportunities aim to foster a sense of team spirit and co-operation amongst our children.

Involvement with External Agencies

Coaches, teachers and any other members of the school staff, who are involved in the school physical education program, are encouraged to establish closer cooperative links with sport, recreation and community organisations by liaising with community groups and encouraging the use of school facilities, both during and outside of school hours; and integrating their physical education and sport program with those of local sport and recreation organisations.

Appendix

Appendix A - Monkhouse Primary School PE Schemes of work

A1: Gymnastics - North Tyneside Gymnastics Scheme

<https://drive.google.com/drive/folders/14lkXjzCkcLukoEaXWS6x-hSyjMn5asBS>