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## Physical Education (PE)

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## 1.0 Rationale

At Berkeley, the aim of Physical Education is to promote physical activity and healthy lifestyles. Children are taught to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. Our intention is that our PE curriculum will inspire all pupils to succeed and excel in a variety of sport and other physically demanding activities. We aim to develop children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of areas. A varied curriculum is in place to support this with activities including dance, athletics, gymnastics, games, swimming, water safety and outdoor adventure activities.

We encourage the children to be as physically active as possible and children take part in a daily mile. There are a variety of sporting extra-curricular clubs available for the children to attend throughout the year and we provide active reward days at the end of each term.

## 2.0 Aims

All children should be provided with opportunities and encouraged to:

- increase their interest and enjoyment in physical activity;
- be physically active for sustained periods of time;
- acquire and develop the skills needed to excel in a broad range of physical activities;
- select and apply skills, tactics and compositional ideas;
- engage in competitive sports and activities;
- lead healthy, active lives;
- evaluate and improve their own performance and that of others.
- develop physically by taking part in activities which foster and maintain stamina, muscular strength, suppleness and good posture;
- grow in confidence and self-esteem through increasing physical competence;
- learn good social skills, co-operation, interdependence, working within an agreed framework, coping with success and failure;
- show an awareness of their responsibility in maintaining a safe environment to participate in physical activity.
- participate in the 'Daily Mile'.

## 3.0 Entitlement

At Berkeley Primary School we endorse the National Curriculum requirements that all pupils will be involved in a continuous process of planning, performing and evaluating across all areas of activity.

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### Early Years Foundation Stage

Physical Development is one of the seven areas of the Foundation Stage curriculum. The curriculum presents objectives under two headings for Physical Development. One focus is on Gross Motor Skills where children focus on large movements, moving confidently in a range of ways and safely negotiating space. The second focus is on Fine Motor Skills where children focus on small movements such as holding a pencil and using tools such as scissors and paint brushes. The children at Berkeley Primary School are given time to explore, experiment with, and refine their social, interpersonal skills as well as gross motor skills and hand-eye coordination. Children are provided with a balance of opportunities for all around physical development. This is achieved through both indoor and outdoor play, use of the hall, playground, field and outdoor swimming pool. A range of equipment, apparatus and stimuli is employed to encourage the development of specific skills. Activities are planned specifically to ensure a safe, well-resourced environment, which helps them to build on and develop their confidence and independence.

### Key Stage One

Children continue to build on their early experiences and move into paired and group activities as well as continuing with opportunities to acquire, develop and refine skills individually. They begin to play simple games, explore and link actions, improve coordination and response to stimuli. They develop a greater awareness of others and begin to develop their ideas and creativity. Children improve their use of equipment and apparatus and continue to develop gross motor and coordination skills. They learn to refine skills in throwing, catching and kicking balls as well as working cooperatively. They continue to develop coordination, balance and achieve greater control over their movements. They develop their visual and auditory awareness and begin to express themselves through movement and communicate ideas and feelings about their performance.

### Key Stage Two

Children build on their previous experiences, learning specific skills and refining and improving existing ones. Children learn and demonstrate the importance of team work in pairs and small groups, and are taught common skills and principles for playing games with increasing complexity. They are given opportunities to be creative in developing their own rules as well as learning the conventions of traditional games. Children will take part in competitive experiences and develop greater awareness of the importance of their efforts as well as winning. Children begin to sequence movements with greater complexity, and develop poise and control over their actions, including equipment and apparatus. They respond creatively to stimuli and improve compositional work, performance and content. They become confident in evaluating their own performance and those of others, and reflect on how they can refine and improve their skills. Children develop greater awareness of the importance of physical activity and its effect upon their own body. In Years 4 and 6 pupils

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have an opportunity to go on a residential visit which includes walking, climbing, archery and orienteering amongst other activities. This allows the children the chance to attain all of the Outdoor and Adventurous Activities objectives required by the National Curriculum.

### Swimming

The school's outdoor swimming pool is used in terms 1 and 6, giving all children the opportunity to learn to swim competently, confidently and proficiently, using a range of strokes effectively and to perform safe self-rescue in different water-based situations. To assist with this provision, the school employs a lifeguard and teaching staff are trained in water safety yearly.

### Extra-Curricular Opportunities

We offer various sporting extra-curricular activities for EYFS, KS1 and KS2 children at different times of the year. We encourage any child to join these clubs and our philosophy is open access. We meet other schools through taking part in matches, tournaments and festivals at various points in the school year and teams are chosen from those who have been attending the clubs.

### Participation

We ask parents to inform us if a child cannot participate in PE. We aim to involve non-participants by observing and assisting.

## **4.0 Teaching Strategies**

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE.

The Class teacher teaches pupils PE throughout EYFS, KS1 and KS2. We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole- class teaching, individual or group activities. Teachers draw attention to good examples of individual performance and models for the other children, and we encourage the children to evaluate their own work as well as the work of others. Within lessons, we give children the opportunity to both collaborate and to compete with each other. Children have the opportunity to use a wide range of equipment and resources.

The emphasis of all physical education teaching is on physical activity. We are always looking to improve the individual's physical performance. We aim to help our children progress from teacher directed work to taking increased responsibility for his or her own learning. Pupils will be given information, an opportunity to practise and improve the quality of their movement and immediate feedback relating to their success criteria. They learn through working individually, in small groups, by observing one another and through

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describing what they have seen. Throughout, we provide movement opportunities in which skills can be developed, practised and refined, according to each child's ability.

We acknowledge the need to plan for the range of abilities within each group. We do this by:

- individual challenge;
- differentiated tasks;
- using different size and weight of equipment appropriate to the strength and development of the children;
- adapted games and rules;
- use of teaching partners where applicable to assist with meeting each child's needs.

#### 4.1 Threshold Concepts

**Fitness** – We are able to participate in an activity for an amount of time and be able to see the improvements in their fitness over time.

**Health and well-being** – We will have an understanding of what a healthy lifestyle is and how to achieve it.

**Teamwork** – We will learn how to work as a team and be able to compete towards a shared goal.

**Skills** – We will learn practical skills in order to participate across a range of sports.

#### 4.2 School Curriculum Drivers

Vocabulary	Diversity	Aspiration
Children are introduced to subject specific vocabulary which is modelled throughout lessons, as skills progress through the key stages.	Children will compete in a variety of competitive sports, have the opportunity to learn about a range of different athletes (including Paralympians) and investigate ways to have a healthy mind and body with yoga and other mindfulness activities.	Children will be encouraged to demonstrate improvement to strive and aspire for their personal best including embracing their talents outside of the school curriculum.

#### 4.3 Skills

The skills involved in physical activity are many and varied. Each activity has its own set of unique rules. However, a good foundation in basic movement skills will provide the child with an invaluable reserve from which to draw in later years. Increasing maturity and physical strength will enable these basic skills to be practised, reinforced and developed in more

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complex forms of physical activity. These building blocks can then be applied to the different sports that the children will participate in during their time in KS2.

#### **4.4 Attitudes**

We aim to adopt a positive and purposeful approach to all aspects of physical education. We will endeavour to ensure that each child will participate in our physical education programme with interest, enjoyment and confidence. We will promote physical activity as being an essential part of a healthy lifestyle. We encourage co-operation, fair play and a spirit of competition.

#### **5.0 Equal Opportunities**

(Refer to Equal Opportunities Policy and the Equality of Opportunities Guidelines) We promote the needs and interests of all pupils. Good quality work to the best of the children's ability is a target for everyone. We provide a games programme of activities which is suitable for both boys and girls.

We promote social learning by enabling children to use and share space and equipment safely, to work co-operatively with partners and in small groups and to appreciate each other's work. Through our dance lessons, pupils experience a variety of dance forms and styles, both British and from other cultures. Visiting other schools and taking part in competitive and non-competitive events extends opportunities for social and cultural education.

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## 6.0 Special Needs

In cases where a child has particular learning needs, adaptations to the curriculum may be necessary to ensure that every child has the opportunity to succeed at their particular stage of development. We positively encourage maximum participation by every child. Tasks are appropriate to every child's physical and cognitive ability. Our aim is for all-inclusive learning through the development of common games and sports to facilitate this.

Each teacher has information relating to the needs of each child, including any medication such as the use of inhalers which is recommended by the parents or the doctor.

## 7.0 More-able Children

Children are recognised as More-able when they demonstrate high levels of ability within the full range of PE contexts OR have the potential to do so. Specifically, more-able children in PE are likely to excel in one or a combination of the following five areas or they may give clues that offered sufficient support, they could excel:

1. Physical ability – competence and fitness to perform a range of activities.
2. Social ability – the basis of teamwork and leadership.
3. Personal ability – self regulation, self-belief and commitment to mastery.
4. Cognitive ability – knowledge and understanding of key concepts.
5. Creative ability – responding with fluency, originality and sensitivity.

### Identification

With the establishment of the above definition, identification of more-able pupils will take place using a combination of the following:

1. transition information through the age phases
  2. external links such as sports clubs, and county representations
  3. ongoing formative assessment through lesson records and registers
  4. discussion between colleagues
  5. evidence collected from reports and consultation with parents
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Tasks will be differentiated based upon previous assessment to allow every child to achieve at their own stage of development.

Consultation with external agencies will take place to ensure that we are doing everything possible to modify the curriculum to extend these children's learning.

Our extra-curricular programme provides extended opportunities for pupils to develop their abilities.

Information will be provided to pupils regarding local sporting organisations.

## **8.0 Assessment and Reporting**

Teachers observe and assess class and individual progress as part of the normal lesson procedure and in line with the school's Teaching and Learning Policy. Teachers make brief records/comments of work covered in order to plan effectively for the next lesson and redefine tasks for pupils of different abilities.

As in all areas of the curriculum, pupils are encouraged to be active learners and will take reasonable responsibility for their own learning by feeding back to the teacher when more or less challenge is needed.

Teachers assess children using these objectives. Assessment data is recorded electronically using the Insight system.

## **9.0 Resources**

Playing Areas:	Netball Court	full size/2 small courts
	Football Pitch	Autumn/Spring
	Cricket Pitch	Summer
	Rounders Pitch	2/Summer
	400m Track	Summer



A good selection of games equipment is available and a list of PE resources is displayed in the PE storage area and above the equipment stored in the Hall.

The children are expected to take responsibility for collecting and returning equipment if it is safe and reasonable to do so. Teachers are expected to ensure that all equipment has been stored correctly at the end of the lesson.

Upon noticing any equipment which is defective, staff are asked to remove it from the store or, in the case of larger equipment, to clearly identify with a label and tell the PE coordinator immediately.

PE resources are not to be used as playground toys during breaks. The Playground Games equipment is stored separately in its own outside storage area. This is kept locked at all times when not in use.

### **10.0 Staff Development** (Refer to Staff Development Policy)

Curriculum meetings are held to discuss physical education. Ideas and approaches to physical education need to be considered and shared, thus enabling a clear progression of skill learning to be established throughout the school.

We are supported by specialist PE teachers provided by Atlas sports on two afternoons each week. Part of this teacher's role is to provide staff with the opportunity for Continuous Professional Development. A staff questionnaire is administered annually which seeks to identify areas in which support is required and areas where staff feel able to support others. The PE Coordinator uses the data collected to plan for effective use of the specialist teacher.

The Subject Leader identifies any training opportunities available from outside school and draws them to the attention of any teacher for whom they may be helpful. Any teacher who sees any courses advertised and is interested should approach the PE coordinator.

### **11.0 Health and Safety** (Refer to Health and Safety Policy)

The school must provide a safe working environment for children and staff. In physical education, safety is a paramount consideration. Every physical education lesson must be based on sound safety principles. This involves:

- a safe, well organised working environment (which will also be quiet when needed)
  - close supervision by the teacher of all pupils at all times.
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- familiarisation with any specific safety procedures by staff and pupils e.g. correct carrying of apparatus
- correct use of all available equipment
- correct dress for pupils and adults participating in physical activity
- ensuring removal or covering up of all jewellery and removal of watches prior to lesson
- long hair to be tied back
- an awareness of any illness or medical condition of a child which may be triggered by or worsen during physical activity e.g. asthma. Each class is provided with a First Aid Kit which will be taken to each PE lesson.

Information about the wearing of jewellery, correct dress and footwear is sent to parents each year.

Verrucas should be ignored unless they are too painful for the child to be able to perform comfortably. Current medical knowledge confirms that by the time the verruca appears the virus will already have been present for several weeks and there is little likelihood of further infection of other children.

For more comprehensive details of planned health and safety procedures, throughout the school, reference can be made to the school's Health and Safety Policy.

Child Protection and Safeguarding Policy must be read alongside this policy

## **12.0 Dress**

### **Staff**

All staff, when teaching PE, are expected to wear appropriate footwear to enable them to move quickly and efficiently and to set a good example. Staff are also encouraged to wear suitable clothing for PE.

### **Pupils**

Pupils are expected to come to school already in their PE kit on their PE day.

In KS1 and KS2 children, PE Kit is defined as:

- a coloured t shirt or polo shirt relating to their house colour
  - black shorts
  - white socks
  - trainers for outdoor PE
  - In colder weather, a dark coloured sweatshirt and jogging bottoms may be worn.
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#### Swimming:

- Swimming trunks/one-piece costume (no Bermuda shorts/bikinis)
- Towel
- Long hair to be tied back
- Earrings to be covered by swimming hat
- Goggles are allowed
- Hair gel is not permitted
- Sun tan lotion as required applied prior to the session

In Gymnastics and Dance children will work with bare feet, unless a medical reason has been given – this is to allow greater control and expression during movement.

In the event that children forget kit or have inappropriate clothing for PE, the child will take part in the session as far as possible in an assisting/observational roll, allowing them to be a part of the learning. The class teacher will verbally inform parents/carers about lack of kit in the first instance. If the situation continues, a standard letter will be sent to parents advising them of the situation and reminding them of the requirements for kit. If the situation persists, the parents/carers will be invited to a meeting with the Learning and Family Support Leader to offer the school's support in reaching a solution. A copy of the standard letter to be kept in each classroom ready to be photocopied as required. A reference copy is attached to this policy document as Appendix 1.

### **13.0 Review**

The PE Subject Leader is responsible for monitoring the implementation of our policy.

The PE Subject leader will:

- offer support to staff in the delivery and planning of PE;
  - discuss PE with visiting Governors, the Head Teacher and staff;
  - report to the Head Teacher and Governors on PE in line with the Curriculum Development timetable;
  - report to Head Teacher and Governors about our sports premium budget and ensure this information is on the website;
  - analyse evidence of children's achievement (Teacher Assessment) and discuss implications with the Head Teacher and staff.
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## APPENDIX 1: STANDARD LETTER - PE KIT

Dear Parent,

It has been noted that on several occasions this term your child has not worn the appropriate PE kit to school and consequently has been unable to take part in the PE lessons as fully as we would like.

PE is an important part of the National Curriculum and as such it is essential that children wear the appropriate kit to school in order to participate in the learning opportunities offered.

We believe that all pupils should, for Health and Safety reasons, wear suitable clothing when participating in P.E. and recommend the following kit be worn:

- a coloured t-shirt or polo shirt related to their house colour
- black shorts
- white socks
- trainers
- daps/trainers for outdoor PE
  
- In colder weather, a dark coloured sweatshirt and jogging bottoms may be worn.

### Swimming

- Swimming trunks/one piece costume (no Bermuda shorts/bikinis)
- Towel
- Long hair to be tied back
- Earrings to be covered by swimming hat
- Goggles are allowed
- Hair gel is not permitted
- Sun tan lotion as required

Please acknowledge receipt of this letter by signing and returning the slip below to the class teacher.

If you would like to discuss this matter further, or believe that we can help in any way, please make an appointment with your class teacher who will be happy to discuss with you.

Yours sincerely,

**PE Kit** (Please return to Class teacher)

Child:

I acknowledge receipt of your letter regarding  
unsuitable/missing PE kit.

Signed:.....

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