



Hazelwood Schools

Physical Education Policy

Reviewed and Adopted: **Spring 2022**

Reviewed by: SLT/LTS committee

Next Review: **Spring 2025**

Review every three years

Intent

At Hazelwood Schools we believe that Physical Education, experienced in a safe and supportive environment, is a unique and vital contributor to a child's physical development and wellbeing. A broad and balanced Physical Education curriculum is intended to provide for children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

At Hazelwood we believe Physical Education should be an area of learning where self-esteem, physical progression and positive attitudes are fostered and nurtured. Physical Education provides all children with the opportunity to succeed, whether through personal or team success. Physical Education also promotes a healthy lifestyle which children can develop and value into adulthood.

Aims of our Physical Education Provision and Curriculum:

- To foster a love for, and enjoyment of, being active
- To develop physical competence to excel in a wide range of physical activities, including competitive sports
- For children to be active for sustained periods of time and to develop an understanding of the positive effects of exercise on the body
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas
- To help develop self-esteem, confidence and social skills
- To give children the opportunity to try out activities that they would not otherwise have access to

Implementation

Curriculum Content

All children are entitled to a progressive and comprehensive Physical Education programme, which embraces the Statutory Orders of the National Curriculum and Early Years Foundation Stage (EYFS) Guidance, which takes account of individual interests and needs.

In the EYFS Stage, practitioners should:

- Plan activities that offer appropriate physical challenges
- Provide sufficient space, indoors and outdoors, to set up relevant activities
- Give sufficient time for children to use a range of equipment and whenever possible teach just half the class in each session
- Provide resources that can be used in a variety of ways or to support specific skills
- Introduce the language of movement to children, alongside their actions
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities

During Key Stage 1, children should be taught knowledge, skills and understanding through dance, gymnastics and games activities.

Key Stage 2 children should have access to all components of the National Curriculum Programme of Study, (Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities and Swimming).

Teaching and Learning

The following should be considered when planning lessons to ensure progression:

- Making links between previous experiences and new skills

- Setting tasks which develop new knowledge and understanding
- Moving from familiar to unfamiliar contexts
- Planning to include elements of difficulty, variety and quality within each activity

As children become older and more mature, progression should involve:

- The application of existing skills and knowledge to more complex situations, e.g. working in larger groups, using different apparatus etc
- Increasing confidence to work independently
- Developing children's ability to assess their own work and that of others, against criteria decided by themselves

Quality PE lessons should include challenges for children, which involve developing:

- A feeling of improvement
- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical wellbeing
- A feeling of independence

Assessment and Attainment

The National Curriculum sets out the aims, purpose of study and content for Physical Education and, although it does not specify a detailed overview of the nature and content of learning, it does present the expectations that children should reach by the end of each Key Stage. These expectations are the minimum entitlement. The Enfield scheme of work, written by the Enfield PE Team, has the KS1 & KS2 National Curriculum expectations at the forefront of their work.

The National Curriculum expectations are:

At KS1: Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against their self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

At KS2: Children should 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 should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

At Hazelwood Schools, our PE specialist teacher delivers lessons once a week to each class. In addition, the class teachers will deliver gymnastics, dance or yoga once a week using the Enfield scheme of work to support planning. There are units of work for all six areas of PE and these have been divided across the year groups to achieve a broad and balanced programme. Formative assessment helps pitch the learning activities to accurately meet the needs of all children in the class and the units of work annotated accordingly. The scheme of work incorporates three learning domains: cognitive (thinking), psychomotor (physical) and affective (personal/social and health) 'head, hands and heart'. Common methods used on a day to day basis include: peer observation and videoing performance as these can be easily integrated into the learning activities.

Time allocation for PE

At Hazelwood, PE is delivered throughout the whole day and a timetable showing when each class is either outside or indoors is displayed in the staff room. All classes are allocated two sessions of PE a week. All class teachers will seek opportunities to develop the learning through a cross curricular approach where possible. As a school, we also aim to increase the amount of physical activity to reflect the Department of Health guidelines for daily physical activity as follows:

- *Early Years/Under 5s: Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day. All children should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.*

- *5 to 18 years: All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day. Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.*

The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements will be made. These include class-based activities around the activity (e.g. evaluating and improving work based on watching video clips from previous weeks' learning) or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

On no account is PE used as a sanction.

PE Kit

At Hazelwood, children are expected to wear appropriate clothing for each activity:

- Plain white t-shirt
- Black/navy jogging bottoms
- Black/navy sweatshirt
- Black/navy shorts
- Trainers
- Plimsolls are not necessary.
- No jewellery is to be worn at all – if ears are newly pierced, they must be taped before the school day commences for the 6 week period.

Bare feet are recommended for Gymnastic and Dance Activities. All clothing and footwear should be suitable for the activity and teachers should check this regularly.

Equal Opportunities

All children should be provided with equal opportunities to participate in a curriculum where there are no barriers to access based on race, sex, religion, culture or ability. PE lessons should aim to provide quality experiences, which challenge all children. Schools fall under the Public Sector Equality Duty and must eliminate discrimination; provide equality of opportunity; and foster good relations between minority groups and others.

Extra-Curricular Activities

There should be a balance between personal activity and self-improvement, and competition. Additional opportunities in a range of competitive activities will be provided whenever possible through extra-curricular clubs, and through taking part in tournaments and events against other schools.

The school holds an annual sports week during the summer term to provide all children access to enjoying sport and competition throughout the week, maximising opportunities for all to participate.

Staff Development

Opportunities should be taken by the PE Subject Leader and colleagues, where possible, to attend Borough courses organised by the PE team, in order to keep up to date. They should then give summaries of information to the rest of the staff, an evaluation to the PE Subject Leader and SLT, plus draw attention to any new safety guidelines. The Enfield PE Team organise a full calendar of CPD opportunities and many of these are held in schools. See Subject Leader for further information.

Monitoring of Teaching and Learning

Physical Education is monitored as part of the schools' curriculum monitoring and evaluating schedule. Regular learning walks as well as Deep Dives (which consists of lesson visits, pupil conferences and meetings with staff) take place to gain a deep understanding of the teaching and learning across the school and the experience for every child.