



**Exploring together
Succeeding together**

PE Policy

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Intent

At Hill Avenue Academy, our broad and balanced Physical Education curriculum provides our children with positively challenging and enticing experiences, promoting the well-being of young people through happiness and allowing growth for their personal and physical development. Our curriculum meets the requirements of the National Curriculum as a minimum. It is specifically and rigorously designed to be holistic and relevant to the children. It is coherent and progressive, offering rich, challenging opportunities for the children.

Physical Education allows our children to develop their knowledge and understanding of skills so that they can confidently perform in a range of physical activities. Our broad and engaging Physical Education curriculum involves: movement skills, dance, gymnastics, target games, multi-skills, striking and fielding, outdoor adventurous activities, co-operation, swimming, invasion games, athletics and many more.

The children are strategically exposed to a range of exciting and challenging experiences, promoting a love of learning through the exploration of thinking and applying skills. Our children will have an understanding of how being active and exercising plays an important role throughout their lives in having a healthy lifestyle, both physically and mentally.

We believe that our high-quality and inclusive Physical Education curriculum will advance children's physical literacy through improving confidence, motivation, and physical competence. Our initial aim is to nurture children to build self-esteem and confidence in being active and to live a healthy and happy lifestyle; enjoying of the social and mental benefits of regular physical activity but also alongside, provide challenge for children who are ready to compete and provide avenues to access activities outside of school.

Physical Education is about providing our children with the opportunity to stay active for life, staying motivated and fostering a continued confidence. It is important for children to enjoy physical activity and understand how to integrate it into everyday life, as well as being able to take personal responsibility for their physical literacy by making the choice to be regularly active.

In Physical Education Hill Avenue aim to:

- develop competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.
- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

Through our broad and balanced PE curriculum, our children will be:

- Resilient and explorative learners, being able to identify and evaluate their own success.
- Strong collaborators of learning through physical sport.
- Curious about their own physical development.
- Reflective about their achievements and successes.

Physical Education at Hill Avenue is also threaded and interwoven into our extra-curricular programme, providing our children with a wide-range of sporting activities. They are delivered by qualified coaches or teachers, who deliver high-quality sessions. Alongside this, the children are provided with multiple opportunities to take part in sporting competitions, encouraging the love of sport which inspires all children to achieve their best potential beyond the school day.

British Values

Throughout the school, children are taught about the need for different roles and different responsibilities, including teamwork and decision making. They can work individually as well as in teams and make informed choices. Children understand and accept the roles of captain, vice-captain, team players, coaches and volunteers and are fully engaged in all lessons. Pupil leaders are engaged in pupil voice for PE & School Sport regarding the curriculum and extra-curricular activities. The extra-curricular programme is inclusive, activities reflect pupil voice and are well attended.

Pupils are taught about age-appropriate rules, fairness, and respect, through a variety of PE activities. They can play within the rules in any activity. They understand the need for rules, adhere to them and can develop rules for activities that they create. An established ethos in PE about how to win and lose fairly and understand good sportsmanship.

Pupils are taught about historical, cultural, and religious differences, through a variety of PE activities. They know, understand and can articulate different styles of dance and the historical aspects of various activities. They can articulate their own beliefs. The culture in PE respects cultural differences and avoids stereotyping groups.

Implementation

Our ambitious Physical Education curriculum, which is planned, and progressively sequenced, alongside high staff competence, strong subject knowledge and pedagogy ensures all children receive high-quality provision and supports the wider progression of pupils in our school.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage, ensuring our children experience sequenced opportunities to develop and build on their skills and knowledge across a range of physical activities.

Our medium-term plans give details of each unit of learning for each term. These plans define what we teach and ensure there is an appropriate balance and distribution of learning across each term. The subject leader keeps and reviews these plans. Daily plans are used for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught, linked to the specific and current needs of the children by matching the challenge of the task to the ability and age of the child.

Learning is underpinned through the following disciplinary concepts:

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| Athletics - running, jumping, throwing, catching | Dance and movement - movement, sequences, communicating ideas, rhythm, performance | Gymnastics - balance, shape, travelling, sequences, flexibility, strength, control | Outdoor Adventurous Activities - orientation, problem solving, navigation, maps, compasses, teamwork, communication |
| Team Games - competitive games, attacking and defending, passing, fielding, dribbling, shooting | Swimming - water safety, safe rescue, different strokes, confidence | Leadership - communication, tactics, refereeing, explaining rules, coaching | Evaluation - reflecting, analysing, improving, communicating |

The children develop and build on their substantive knowledge through the weaving, revisiting and progression of the second order concepts of:

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| Competence Movement (self), Movement (object control), Balance, Agility, Speed, Tactics, Attacking and defending | Performance Technique, Performance, Spatial awareness, Physical literacy, Rules | Creativity Applying tactics, Competition, Co-operation, Communication | Healthy, active lifestyles Safety, Health and fitness | Evaluation and analysis Evaluation, Determination |
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In Early Years, we encourage the physical development of our children in Nursery and Reception classes, as an integral part of their work. Our curriculum aligns with the Early Learning Goals to develop pre-requisite skills for PE within the National Curriculum, for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Thus, engaging and enhancing Personal, Social and Emotional Development, Physical Development and Expressing Arts and Design.

In Key Stage 1, children 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 will be able to engage in competitive (both against self and others) and co-operative physical activities, in a range of increasingly challenging situations. Key stage 1 children will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

In Key Stage 2, children will 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 will enjoy communicating, collaborating, and competing with each other. They will develop an

understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success. Key stage 2 children will continue to apply 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 will enjoy communicating, collaborating, and competing and achieving with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. The school uses a range of specialist staff to deliver a couple of our P.E units of work such as sports coaches and a gymnastic coach, providing targeted CPD for staff.

Swimming is taught in addition to this in Years 3, 4, 5 and 6, with each year group spending a term each at the pool in order to meet and work towards exceeding the requirements for swimming as set out in National Curriculum PE 2014 (namely to achieve the distance of 25m, effect a safe self-rescue and to use recognised strokes). We believe that swimming is an important life skill and a way for children to engage in a broad range of water based physical activities throughout their lives and also keep themselves safe. Over the last four years, the number of child drowning deaths has doubled in England. We believe that it is vitally important to understand as much as possible about the circumstances and factors contributing to child drowning deaths in order to raise awareness, grow understanding and ultimately reduce the number of young lives lost.

Each year group, across all key stages, will receive a minimum of 2 hours of PE each week alongside a structured provision running every lunchtime and after school. The PE subject leader and senior leaders together coordinate the Playground/Sport Leaders - pupils who provide additional sporting opportunities on the playground each day. Children will also have the opportunities to participate in a wide range of competitions through competitions within the school, inter-school competition and other opportunities.

At Hill Avenue we believe that all children are entitled to a broad, rich, balanced and relevant curriculum through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved in living an active and healthy lifestyle. We ensure all provision, including competitions are open to all children in our school.

When planning for teaching and learning we take into account the wide range of abilities of our children. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers ensure that pupils with SEN and/or disabilities can undertake Physical Education and ensure that there are no barriers to every pupil achieving. Teachers plan differentiated learning opportunities to meet individual needs and put in place reasonable adjustments and scaffolds whilst ensuring access to a full and varied curriculum along with their peers.

Assessment

Assessment opportunities have been put in place to assess the skill level of children of key skills, within Physical Education. These core skills are the fundamentals in coordination, balance and agility and support the planning and delivery of individuals with a range of different games, dance and gymnastic learning opportunities. Teachers support the children in taking ownership of their learning in PE by requiring them to assess where they feel they are and how they can improve further. This is recorded regularly in a tracking system, which moves with the child throughout school. Through each unit teachers can build on these fundamentals in order for children to make rapid progress across a lesson and over time.

The PE subject leader keeps photographic and video evidence of children's progress. This demonstrates what the age-related expectations are for each year group across the school. The quality of education will be evaluated to ensure that it enables children to achieve the highest standards and supports them in being confident, resilient, self-motivated, collaborative and independent learners with the strive to achieve and with the skills to be a lifelong learner. Termly observations are also completed by the PE subject leader.

Impact

At Hill Avenue Academy, through our rich and broad PE curriculum we enable children to gain the knowledge, skills and understanding they need to apply to their PE learning and development. Each of our children is individual and unique and each has the potential to lead a happy, healthy and fulfilling life. Our aim for all children to 'Explore together, Succeed together' and through our personalised Physical Education curriculum, we enable this to happen.

Our broad learning journey will progressively build on prior knowledge and understanding and support children in producing outcomes of the highest quality. We will ensure that the curriculum is regularly monitored and reviewed. Senior leaders, middle leaders, subject leaders and our children will review individual subjects. The learning and outcomes will be monitored, and feedback will be given around what is going well and what are the ways to grow.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

Teaching and Learning Policy

Marking and Feedback Policy

Curriculum Policy

Assessment Policy

SEND Policy

Equal Opportunities Policy

Health and Safety Policy

Review

This policy will be reviewed annually by staff and Trust Directors/CEO.