

Heptonstall School

Physical Education and Health Policy



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Intent

Our school aims to inspire all children to develop a love of physical activity and sport. At Heptonstall, we deliver a skills-based approach to Physical Education (PE), focusing primarily on the fundamentals of movement (agility, balance and co-ordination) which will start in EYFS and progressing to sport specific skills. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. We focus on this approach because they are crucial for children to succeed in life long physical activity and sports. Once children master the fundamental movement skills, these then are transferable to succeed in any type of sport that they can take part in during lunch time or after school sports clubs. We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond

Our curriculum aims to improve the wellbeing (including mental health) and fitness of all children at Heptonstall, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. We ensure all children have opportunities to compete in sport and other activities, build character and help to embed values such as fairness and respect. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes. At Heptonstall we want to teach children skills to keep them safe such as being able to swim, and we aspire for all children to leave primary school being able to swim at least 25 metres.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- Ensure children master the fundamental movement skills (agility, balance and co-ordination)
- Provide children with a positive, inclusive, engaging and challenging learning experience where they become physically literate.
- Develop children's social, personal, health and fitness, cognitive, creative and physical skills through PE
- Ensure children are physically active for sustained periods of time.
- Ensure children lead healthy, active lives.
- Engage in competitive sports and activities including those with SEND.

Implementation

Planning

The PE lead has made a long-term plan that is shared amongst all staff so they are aware of what they should be teaching in which half term (example shown below).

<u>Underlined = Class teacher</u> <i>Italic = HLTA PPA cover</i>		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acorns	EYFS	EYFS Me and myself Reception Forest school	EYFS Movement and development EYFS Dance	EYFS Throwing and catching EYFS Fitness	EYFS Ball skills EYFS Dance	EYFS Fun and games Reception Forest school	EYFS Working with others EYFS Fitness
	Cycle A	<u>Yr 1 & 2 Forest school</u>	<u>Football</u>	<u>Tennis</u>	<u>Dodgeball</u>	<u>Yr 1 & 2 Forest school</u>	<u>Orienteering</u>
		<i>Gymnastics</i>	<i>Dance</i>	<i>Fitness</i>	<i>Hockey</i>	<i>Cricket</i>	<i>Athletics</i>
	Cycle B	<u>Yr 1 & 2 Forest school</u>	<u>Fitness</u>	<u>Hockey</u>	<u>Athletics</u>	<u>Yr 1 & 2 Forest school</u>	<u>Cricket</u>
		<i>Dodgeball</i>	<i>Dance</i>	<i>Gymnastics</i>	<i>Football</i>	<i>Orienteering</i>	<i>Tennis</i>
Sapling	Cycle A	<u>Games</u> <i>(Invasion - Football)</i>	<u>Yr 3 & 4 Forest school</u>	<u>Swimming</u>	<u>Swimming</u> <u>Yr 3 & 4 Forest school</u>	<u>Games</u> <i>(Target games - Dodgeball)</i>	<u>Games</u> <i>(Striking & Fielding - Cricket)</i>
		<i>Games</i> <i>(Invasion - Hockey)</i>	<i>Dance 3/Fitness</i>	<i>Gymnastics 3</i>	<i>Games</i> <i>(Invasion - Tag rugby)</i>	<i>OAA 3</i>	<i>Athletics 3</i>
	Cycle B	<u>Games</u> <i>(Net & Wall - Tennis)</i>	<u>Yr 3 & 4 Forest school</u>	<u>Swimming</u>	<u>Swimming</u> <u>Yr 3 and 4 Forest school</u>	<u>Games</u> <i>(Invasion - Basketball)</i>	<u>Games</u> <i>(Striking & Fielding - Rounders)</i>
		<i>Games</i> <i>(Invasion - Netball)</i>	<i>Games</i> <i>(Invasion - Handball)</i>	<i>Gymnastics 4</i>	<i>Dance 4/Fitness</i>	<i>OAA 4</i>	<i>Athletics 4</i>
	Oak	Cycle A	<u>Games</u> <i>(Invasion - Tag rugby)</i>	<u>Fitness 5 & 6</u>	<u>Yr 5 & 6 Forest school</u>	<u>Games</u> <i>(Invasion - Football)</i>	<u>Athletics 5 & 6</u>
<i>Games</i> <i>(Net and Wall - Volleyball)</i>			<i>Gymnastics 5</i>	<i>Dance 5</i>	<i>Games</i> <i>(Net & Wall - Badminton)</i>	<i>Games</i> <i>(Invasion - Hockey)</i>	<i>Games</i> <i>(Striking & Fielding - Cricket)</i>
Cycle B		<u>Games</u> <i>(Invasion - Netball)</i>	<u>Dance 6</u>	<u>Yr 5 & 6 Forest school</u>	<u>Games</u> <i>(Target games - Dodgeball)</i>	<u>OAA 5 & 6</u>	<u>Yr 5 & 6 Forest school</u>
		<i>Games</i> <i>(Invasion - Basketball)</i>	<i>Games</i> <i>(Net & Wall games - Volleyball)</i>	<i>Gymnastics 6</i>	<i>Games</i> <i>(Invasion games - Handball)</i>	<i>Games</i> <i>(Net & Wall - Tennis)</i>	<i>Games</i> <i>(Striking & Fielding - Rounders)</i>

We have invested in a whole scheme for PE – PE Planning, that provides progressive lesson plans for EYFS up to year 6.



Working with teachers and schools across the UK

‘Over 10,000 teachers and 800 schools have heightened the quality and confidence of their classes through our National Curriculum based PE Lessons.

We focus on progression from Foundation Stage through to Key Stage 2 with active, engaging learning. From Gymnastics to Cricket, our lessons plans are tested and updated by PE specialists every week to ensure all activities are fresh, fun, and up to date for your PE lessons.’

<https://peplanning.org.uk/>

Children in Year 3 and 4 swim once a week for a full term. The children are transported to the local pool and taught by qualified swimming teachers. The data will be collected at the end of the year.

Teaching

The physical education curriculum is delivered by class teachers and HLTA. In PE we want children to be active for most parts of the lesson, so we keep teacher input to a minimum. At the beginning of each lesson, the teacher explains the outcomes of the lesson and informs how the children can be successful in achieving the lesson aims. In EYFS, each unit is taught through a theme to engage the children.

Warm-ups

Each lesson begins with a fun warm up. At the end of the warm-up the teacher will explain the reasons for warming up and children will discuss the changes in their bodies

Skill development

The lesson will then focus on a specific skill and children will work in small groups trying to complete them. The skill will progress throughout the lesson. Greater depth children will be challenged with additional steps added.

Game based learning

The skill learnt will then be practised through a game or activity where children will develop their social skills and compete in a safe environment.

Cool down/review

At the end of the lesson, there will be time for children to speak about what they have learnt against the learning outcomes that were shared at the beginning of the lesson.

Evidence

Teaching assistants are required to be in the lesson supporting both the teachers and pupils. All the children's work is saved on Seesaw in the appropriate subject folder with the skill clearly stated (see non-negotiables for further clarity). Both the teacher and the teaching assistant will continuously film the children taking part in the different activities to ensure learning is not missed.

Resources

All PE resources are stored in the PE cupboard in the hall. The cupboard is regularly checked by the PE subject leader to check its tidiness and organisation. Staff are advised to inform the subject leader of broken, damaged or lost equipment so that replacements can be ordered.

PE Sports Premium

The PE lead and SLT work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing, and time tabling. Ultimately, decisions on funding

will rest with the Executive Head Teacher and Head of School. The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their children. Schools receive PE and Sport Premium funding based on the number of children in Years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the the school website.

Swimming provision.

Children attend swimming lessons at Todmorden Sports Centre. Year 3 and 4 attend where they take part in weekly 30-minute lessons for a whole term per year with the aim to passing the National Curriculum award. Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course.

Inclusion:

All pupils must take part in PE regardless of their ability, or disability. 'PE Planning' is an inclusive scheme of work where all children can succeed and join in. More able pupils can move through the skills at a rapid pace and then they will coach other pupils which consolidates their learning.

SEND:

PE planning has specific advice and support for each lesson for teachers to refer to (includes videos, diagrams and a step-by-step guide). The lesson gives differentiated activities and then can try skills from previous years to ensure success can be achieved. Teaching assistants and support staff must be in the lesson to support these children.

The School Games (SG) programme

The SG aims to provide:

- Callum McNulty is our SG co-ordinator who works alongside the Trinity Academy School.
- Callum is to work alongside the other schools in our family to provide children competitive opportunities for **ALL** children to take part in.
- To provide new and exciting sports that are inclusive to all children and those children with SEND.
- To provide children with safe opportunities to develop social and sporting skills throughout their primary education.

Family of Schools

Heptonstall is a member of the Family of Learning trust with Beech Hill School, Deanfield School, Bradshaw School and Shirley Manor School.

Monitoring

The subject lead is responsible for ensuring all year groups are following the long-term plan and using the hall appropriately. The subject lead will support other teachers who don't feel confident in teaching PE. Each half term, informal lesson observations will take place to support teachers and to ensure there is continuity throughout the whole school. The subject lead will complete one deep dive throughout the year and feedback to SLT and all staff.

Impact

We aspire that all our children leave Heptonstall physically literate, meaning they can work together as a team, take leadership opportunities, can challenge themselves by taking responsibility of their learning and understand how to live a healthy life. We help motivate children to participate in a variety of activities through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and wellbeing, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills that they can use in the next stage of their lives. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

Assessment and Feedback

Assessment of PE is an ongoing process. As each lesson progresses, the teacher and the teaching assistant carefully observe and assess, intervening as necessary, to ensure that each child makes the full progress of which they are capable.

The teacher will then assess against the learning objectives that are shared at the beginning of each lesson. Throughout the unit through AFL (assessment for learning), the teacher will have a clear understanding of each pupil's level of understanding. The subject lead, on a half termly basis, tracks what each year group has completed against the National Curriculum attainment targets to ensure the objectives have been met.

Parents are encouraged to attend Sports day to celebrate and promote physical activity. In terms of reporting on progress, annual reports are written about each child for parents/carers and PE is listed as a foundation subject in all reports.

Health and Safety

Health and good safe practice are always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential, and children's attire is checked by teachers prior to undertaking PE activities. We use the Safe Practise in Physical Education, School Sport & Physical Activity for reference

before undergoing any activity to ensure we adhere to health and safety laws. Also teachers need to refer to the PE risk assessment.

PE Kit

Children are encouraged to wear appropriate PE clothing. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are recommended. Children are encouraged and regularly reminded to bring P.E kits. In Early Years, children change into PE kit before each session, to support their development of independence and motor skills. In all other year groups, children will change before the lesson. Teachers send polite reminder home to remind parents of children who have failed to wear PE kit. Children are still encouraged to take part in PE even if they don't have their PE kits. Children are bare footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

Jewellery and Hair

Children must not wear any kind of jewellery in PE lessons, including watches. Children with medium/long hair are reminded to tie it up securely.

Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to use the hall each week, so if the weather is not appropriate for outdoor PE, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

Hygiene

Children are taught about the body changes that occur when they exercise along with recognition of the short- and long-term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

Staff dress

It is important that staff should consider their own and their children's safety about their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity. Staff should wear appropriate sporting clothing so they can act as a role model to their class. A school sports jacket and polo has been provided to each member of staff that requested it.