



## **PHYSICAL EDUCATION POLICY**

### **Introduction**

At Meadow Farm Community Primary School, we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competences, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and healthy lifestyles.

### **Curriculum Intent**

We believe in PE being a key driver in pupils acquiring and developing skills such as teamwork, sportsmanship, perseverance and commitment that they can apply to everyday life.

Our PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning. (see appendix 1)

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

- 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.

### **Implementation of the policy**

#### **Time Allocation**

Key Stage 1 and 2 have two sessions of PE per week; one hour lesson and one 45 minute session. The remaining 15 minutes of physical activity per week will take place throughout 'active blast' activities including the daily mile. Swimming is to be taught as part of one PE session per week in Years 4, 5 and 6.

#### **Get set 4 PE**

Meadow Farm Community Primary School follows The Get Set 4 PE scheme. This provides a base for teachers when planning and delivering the P.E. curriculum. The delivery of this scheme aligns with our core values, our whole school child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. (Please see Appendix 2 and 3 for yearly overview and progression of skills) for lesson plan and learning outcome examples)

In addition to delivering our PE scheme, all pupils have the opportunity to join in a variety of extra-curricular sports clubs. This gives them the opportunity to develop their skills, enjoy

performance and encourage sport as part of a healthy lifestyle. We provide before and after school clubs of dedicated sport.

### **Derby City Schools Sports Partnership**

At Meadow Farm Community Primary School, we are a member of Derby City Schools Sports Partnership who provide extra opportunity for sports tournaments, events and coaching for a variety of sports. Pupils will be selected for sport specific activities or pupils are taken to year group specific events, covering a variety of sports. Our offer is that each year group every term is involved in one festival or tournament. We currently hold the Derby City Schools game mark 'Gold' award for the sporting opportunities that our children are receiving at Meadow Farm Community Primary School.

We actively seek opportunities for inter-school tournaments and competitions to provide our pupils with these experiences and the skills they will learn from them such as tactics, teamwork and communication.

### **EYFS**

We encourage the physical development of our children in the nursery and reception class as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning 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.

### **Health Related Learning**

Pupils will be taught:-

1. How exercise affects the body in the short term.
2. To warm up and prepare appropriately for different exercises.
3. Why physical activity is good for their health and well-being. Pupils will be encouraged to develop active lifestyles that can be maintained throughout adult life.

### **Health and Safety**

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control.

Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective. Our school provides an appropriate PE kit for all children and keep spare sets in school.

- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.
- Correct use of equipment is taught along with any potential hazards.
- Equipment and apparatus are stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.
- Teaching staff should be appropriately dressed to teach PE.

Risk assessments are written for all school sporting trips.

### **Equal Opportunities**

Opportunity and provision in PE and sporting activities will be planned and delivered to meet the needs of all pupils. PE experience will reflect the whole school policy on promoting equal opportunities for all pupils in terms of organisation, programme and access to resources. Differentiation should enable all pupils to achieve to the best of their ability.

In the case of pupils with Additional Needs, activities and equipment will be modified where necessary to enable maximum participation. Individual teachers will consult with the parent/carer with regard to the specific needs of their pupils, which will be supported where possible with due regard to health and safety.

### **Physical Difficulties**

Pupils who cannot in the short term be physically active such as those with injuries, long-term illness etc. will be involved in the non-performance aspects of the activity. They can work with individuals or groups helping with the evaluating and improving aspects of the tasks.

### **Impact of the policy**

At Meadow Farm we motivate children to participate in a variety of sports which are engaging and fun. We inspire children to instinctively utilise skills and knowledge acquired during PE lessons, encouraging them to take responsibility for their own health and fitness thus developing a love of sport leading to a happy and healthy life.

### **Assessment**

The ability and progress of pupils in PE will be assessed by the teacher and used to inform further planning. Assessment opportunities will come through:

- Observation
- Questioning
- Discussion
- Performance

Staff will use the 'Get Set 4 PE' objectives. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the 'Meadow Farm' progression of knowledge document supported by the 'Get Set 4 PE' progression ladders and knowledge organisers.

### **Monitoring and Evaluation**

Monitoring activities will be carried out by the PE leader every term.

This will involve scrutinising planning, curriculum coverage and observing lessons, carrying out learning walks and monitoring Class Dojo and Tapestry evidence. Monitoring forms will be completed and feedback will be given to teachers in a timely manner. Strengths and areas for development in PE will also be evaluated through staff and pupil voice questionnaires.

The results of this monitoring will be shared with the head teacher and the PE Governor for the school.

Date prepared: January 2023

Date ratified by the Strategic Committee: 14/02/23

Signed:   
Mrs M Gaiderman

(Chair of the Strategic Committee)

Signed:   
Mrs S Eyre

(Head Teacher)

Review date: January 2026



## Progression of social, emotional and thinking in Physical Education (Appendix 1)

	EYFS (2021)	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<b>Social</b>	<p>Take turns.</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p>	<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p>	<p>Encourage and motivate others to work to their personal best.</p> <p>Work with others to achieve a shared goal.</p> <p>Work with others to manage games.</p>	<p>Share ideas with others and work together to decide on the best approach to a task.</p> <p>Lead others and show consideration of including all within a group.</p> <p>Communicate with others clearly and effectively.</p>
<b>Emotional</b>	<p>Try again if they do not succeed.</p> <p>Practise skills independently.</p> <p>Confident to try new tasks and challenges.</p>	<p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p>	<p>Persevere when finding a challenge difficult.</p> <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p>	<p>Understand what maximum effort looks and feels like and show determination to achieve it.</p> <p>Use different strategies to persevere to achieve personal best.</p>

		<p>Confident to share ideas, contribute to class discussion and perform in front of others.</p>	<p>Show an awareness of how others feel.</p>	<p>Compete within the rules showing fair play and honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p>
Thinking	<p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>	<p>Make decisions when presented with a simple challenge e.g. move to an open space towards goal.</p> <p>Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</p> <p>Provide feedback beginning to use their words from the lesson.</p>	<p>Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to move.</p> <p>Select and apply from a wider range of skills and actions in response to a task.</p> <p>Provide feedback using key terminology.</p>	<p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks e.g. I moved here because my teammate was over there.</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p>



### PE Long Term Plan 2022 – 2023 – Appendix 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Introduction to PE	Ball Skills	Dance	Fundamentals	Games	Gymnastics
Reception	Introduction to PE	Ball Skills	Dance	Fundamentals	Games	Gymnastics
Year One	Team Building	Gymnastics	Fitness	Dance	Invasion	Athletics
	Fundamentals	Ball skills	Target games	Striking and fielding	Sending and receiving	Net and Wall

Year Two	Team Building	Gymnastics	Fitness	Dance	Dance	Athletics
	Fundamentals	Ball skills	Target games	Striking and fielding	Striking and fielding	Net and Wall
Year Three	Fundamentals	Netball	Gymnastics	Tag Rugby	Orienteering	Athletics
	Dance	Ball Skills	Basketball	Hockey	Tennis	Rounders
Year Four	Gymnastics	Dance	Football	Cricket	Athletics	Rounders
	Swimming	Swimming	Swimming	Swimming	Badminton	Orienteering
Year Five	Basketball	Tennis	Orienteering	Gymnastics	Tag Rugby	Rounders
	Athletics	Dance	Swimming	Swimming	Fundamentals	Hockey
Year Six	Badminton	Orienteering	Dance	Football	Cricket	Hockey
	Swimming	Swimming	Tag Rugby	Netball	Athletics	Gymnastics

- This plan includes these elements in each year group :
  - Invasion/gymnastics/dance/orienteering/athletics/net/wall







## Progression of skills Physical Education – Appendix 3

	EYFS (2021)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Dance</b>	Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy, remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance	Perform dances confidently and fluently with accuracy and good timing.
	Choosing and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.	showing a good sense of timing.	Work creatively and imaginatively
	Travel in different pathways using the space around them. Begin to	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
		Show some sense of dynamic and expressive qualities.	Use mirroring and unison when completing actions with a partner.	Match dynamics and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Confidently perform	Improvise and combine dynamics demonstrating an

	<p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	<p>Begin to use counts.</p>	<p>dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>a partner and group.</p>	<p>Use counts when choreographing short phrases.</p>	<p>choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>
<b>Fundamentals</b>	<p>Run and stop with some control.</p> <p>Explore skipping as a travelling action.</p> <p>Jump and hop with bent knees.</p> <p>Throwing larger balls and</p>	<p>Attempt to run at different speeds showing an awareness of technique.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Throw towards a target.</p>	<p>Show balance and co-ordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some balance and control.</p>	<p>Show balance, co-ordination and technique when running at different speeds, stopping with control.</p> <p>Link running, hopping and jumping actions, using different take offs and landing.</p> <p>Jump for distance and height with</p>		<p>Run at the appropriate speed over longer distances or for longer periods of time.</p> <p>Show control at take-off and landing in more complex jumping activities.</p> <p>Perform a range of more complex jumps</p>	

	beanbags into space.		Change technique to throw for distance.	an awareness of technique.		showing some technique.	
	Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Throw a variety of objects, changing action for accuracy and distance.		Show accuracy and power when throwing for distance.	
	Change direction as a slow place.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Demonstrate balance when performing other fundamental skills.		Demonstrate good balance and control when performing other fundamental skills.	
	Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Show balance when changing direction in combination with other skills.  Can co-ordinate their bodies with increased consistency in a variety of activities.		Demonstrate improved body posture and speed when changing direction.  Can co-ordinate a range of body parts at increased speed.	

## Orienteering OAA

				<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team</p>	<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and</p>
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				success to help them to improve.	strategy, giving ideas for improvements.		suggest well thought out improvements.
<b>Games</b>	<p>Drop and catch with two hands.</p> <p>Move a ball with feet.</p> <p>Throw and roll a variety of beanbags and larger balls to space.</p> <p>Kick larger balls to space.</p> <p>Stop a beanbag or large ball sent to them using hands.</p>	<p>Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll towards a target with some varying techniques.</p> <p>Kick towards a stationary target.</p> <p>Catch a beanbag and a medium-sized ball.</p>	<p>Dribble a ball with two hands on the move.</p> <p>Dribble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target.</p> <p>Catch an object passes to them, with and without a bounce.</p>	<p>Dribble the ball with one hand with some control in game situations.</p> <p>Dribble a ball with feet with some control in game situations.</p> <p>Use a variety of throwing techniques in game situations.</p> <p>Kick towards a partner in game situations.</p> <p>Catch a ball passed to them using one and two hands with some success.</p>	<p>Link dribbling the ball with other actions with increasing control.</p> <p>Change direction when dribbling with feet with some control in game situations.</p> <p>Use a variety of throwing techniques with increasing success in game situations.</p> <p>Kick with increasing success in game situations.</p>	<p>Use dribbling to change the direction of play with some control under pressure.</p> <p>Dribble with feet with some control under increasing pressure.</p> <p>Use a variety of throwing techniques with some control under increasing pressure.</p> <p>Use a variety of kicking techniques with some control</p>	<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p>

	Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Catch a ball passed to them using one and two hands with increasing success.	under increasing pressure.	Catch and intercept a ball using one and two hands with increasing success in game situations.
	Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Receive a ball using different parts of the foot under pressure.	Catch and intercept a ball using one and two hands with some success in game situations.	Receive a ball with consideration to the next move.
	Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Strike a ball using varying techniques with increasing accuracy.	Receive a ball using different parts of the foot under pressure with increasing control.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
	Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.	Change direction to lose an opponent with some success.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Confidently change direction to successfully outwit an opponent.
	Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.	Create and use space with some success in game situations.	Use a variety of techniques to change direction to lose an opponent.	Effectively create and use space for self and others to outwit an opponent.
					Use simple tactics to help their		

					team score or gain possession.	Create and use space for self and others with some success.  Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
<b>Get Body Management - gymnastics</b>	Create shapes showing a basic level off stillness using different parts of their bodies.  Begin to take weight on different body parts.	Perform balances making their body tense, stretched and curled.  Take body weight on hands for short periods of time.  Demonstrate poses and movements that challenge	Perform balances on different body parts with some control and balance.  Take body weight on different body parts, with and without apparatus.  Show increased awareness of extension and flexibility in actions.	Complete balances with increasing stability, control and technique.  Demonstrate some strength and control when taking weight on different body parts for longer periods of time.  Demonstrate increased flexibility and	Use body tension to perform balances both individually and with a partner.  Demonstrate increasing strength, control and technique when taking own and others weight.  Demonstrate increased flexibility and	Show increasing control and balance when moving from one balance to another.  Use strength to improve the quality of an action and the range of actions available.  Use flexibility to improve the quality of the	Combine and perform more complex balances with control, technique and fluency.  Demonstrate more complex actions with a good level of strength and technique.  Confidently transition from one action to another showing



	<p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p>	<p>their flexibility.</p> <p>Remember, repeat and link simple actions together.</p>	<p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequence of actions with a good level of quality, control and technique with and without a partner.</p>	<p>appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>
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