

Dean Field School

Physical Education and Health

Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
K Lopuszniak	July 2020	July 2021
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L Jagger	July 2024	July 2025
L Jagger	July 2025	July 2026

Intent

Our school aims to inspire all children to develop a love of physical activity and sport. At Dean Field, 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. 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 clubs or after school sports clubs, which will then lead on to representing the school in competitions. 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 Dean Field, 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 Dean Field 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) through a skills approach.
- 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 with the national curriculum objectives clearly stated (example shown below).

 Whole School Overview 2025-26						
Year 4	Dance - Anna James	Tag Rugby Games	Rounders Games	Athletics F.M.S	Gymnastics Body Management	OAA
	<u>Key skills:</u> Perform simple sequences of movement combining actions with changes in speed and changes in level with a partner. To perform in front of a larger audience	<u>Key skills:</u> Physical: passing, catching, dodging, tagging, scoring Social: communication, collaboration, inclusion Emotional: honesty and fair play, perseverance, confidence Thinking: planning strategies and using tactics, observing and providing feedback	<u>Key skills:</u> Physical: underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting Social: collaboration and communication, respect, supporting and encouraging others Emotional: honesty and fair play, confident to take risks, managing emotions Thinking: observing and providing feedback, using tactics, decision making	<u>Key skills:</u> Physical: pacing, sprinting technique, jumping for distance, throwing for distance Social: working collaboratively, working safely Emotional: perseverance, determination Thinking: observing and providing feedback, exploring ideas	<u>Key Skills</u> Physical: individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand Social: work safely, determination, collaboration, communication, respect Emotional: confidence, perseverance Thinking: observe and provide feedback, select and apply actions, creativity, evaluate and improve	<u>Key skills:</u> Physical: balance, dodging, running Social: communication, teamwork, trust, inclusion, listening Emotional: confidence, resilience, determination, honesty, integrity Thinking: planning, map reading, decision making, tactics, problem solving

Then we have taken the national curriculum objectives and broken them down into a progression of skills from EYFS to year 6. These skills are shown in our skills document. The skills are clearly mapped out in the skills document for teachers to refer to so they understand what should have been taught prior and what learning comes next. For our PE lessons, we use a scheme of work called 'Get Set 4 PE'. The scheme is an online platform which provides teachers with all their lessons and knowledge organisers. 'Get Set 4 PE' teaches the children to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. 'Get Set 4 PE' allows children to master the fundamental movement skill: agility, balance and coordination in EYFS and KS1. The FMS the progress and transfer through into game/sports.

All children get the opportunity to represent Dean Field in intra and school competitions. The long-term plan also includes a unit on OAA (outdoor adventurous activity) and dance. We have a specialised dance teacher who teaches each year group for one half term.

Children in Year 5 swim once a week for a full year at a local leisure pool for 45 minutes each week from Autumn 1 to Summer 2. The data will be collected at the end of the year.

In the Foundation Stage, the 'Get Set 4 PE' scheme of work relates to the objectives set out in the Early Learning Goals (ELG), as outlines in the EYFS Development Matters. It helps to develop children's communication and language, physical development, and social and emotional development.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. Children in EYFS have access to balance bikes, scooters, trim-trails and climbing frames. They participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. These skills can then be built on when children enter KS1. The new EYFS framework has a greater emphasis on physical development including fine and gross motor skills.

Teaching

The physical education curriculum is delivered by class teachers, but for one half term a year we have a specialised dance teacher to teach a unit of dance. 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. In addition, the children have a song and dance to learn in their warm-ups.

Warm-ups

Each lesson begins with a fun warm up that is child led. 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 (refer to Must Know facts).

Skill based learning

The lesson will then focus on a specific skill (agility, balance or co-ordination), 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 Head Teacher. 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 Dean Field School website under 'Statutory Information.'

Swimming provision at Dean Field School.

Children attend swimming lessons at Swimrite. Year 5 attend Swimrite where they take part in weekly 45-minute lessons 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. 'Get Set 4 PE' 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:

Real PE 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 for SEND children 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.

Competitions

We are part of a family of schools' cluster where we take part in competitive sporting fixtures throughout the academic year including football, hockey, netball, athletics, dance and athletics. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills. We ensure that children with SEND and EHCP can take part in competitive activities throughout the year. We take part in inclusive competitions such as Boccia, Curling and athletics.

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.
- The PE subject leader is to commit to meeting once per term to discuss competitions, opportunities and CPD events in the area.

Family of Schools

Dean Field Community Primary School is a member of the North Halifax cluster of schools in addition to the Multi Academy Trust along with Beech Hill Primary School and Bradshaw Primary School.

Daily Mile

We have launched the "Daily Mile", to help meet the government target of all children being active for at least 60 minutes a day (30 minutes in school). We have a Daily Mile track set up around the playground for the children to follow.

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 is responsible for checking that each year group are evidencing their children's work correctly using Seesaw. 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.

Outdoor Adventurous Activities (OAA)

KS2 will take part in an OAA unit of work one term in a year. This is where children take part in a range of orienteering activities and challenges to hit the National Curriculum objective. In addition, a residential trip is organised in year 6 to Robin Wood

Impact

We aspire that all our children leave Dean Field School 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 observes and assess, intervening as necessary, to ensure that each child makes the full progress of which they are capable.

At the beginning of each unit the teacher will baseline their class and record this on an assessment document. Throughout the unit of work, the teacher and support staff will record children taking part in the skills and tag it to those specific skills on Seesaw. At the end of the unit it will be clear to see that progress has been made and the teacher can update the assessment document (see non-negotiables for further clarity).

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. This should then be recorded in the assessment document. 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 actively encouraged to support their children by coming into school to watch them compete against other schools. The school uses Seesaw to record

videos and share photos with parents so they can keep up to date with school sport. 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.

Cross Trust Sports Day

Each year we hold a Cross Trust Sports Day with ourselves and Beech Hill Primary School. We organise the week so that each year group has a specific date and time to compete in a range of fun activities competing in their tree groups. Parents are encouraged to come and support. This is seen as a highlight in the academic year.

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 slips home to remind parents of children who have failed to wear PE kit or place a message on Seesaw. Children are still encouraged to take part in PE even if they don't have their PE kits. Please see Appendix 1 for a copy of this slip. 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

Wearing jewellery is not allowed at Dean Field School. 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 have an hour in 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.

APPENDIX 1

Dear parent/carers, _____ did not have their PE kit in school. PE is on a _____. Please ensure your child brings a white t-shirt, blue shorts/jogging bottoms and trainers for their next PE lesson.

Many thanks _____

