

The Importance of Physical Education

Physical Education aims to develop competence and confidence, in order that children are able to move efficiently, effectively and safely in a variety of situations. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for children of all abilities to be creative and competitive and to face up to different challenges, as individuals, in groups and in teams. It affects the character of the individual by developing positive personal traits such as resilience, respect, collaboration and tolerance. It promotes positive and long-lasting attitudes towards active and healthy lifestyles.

Pupils learn how to think in different ways, to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances, in order to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and preferences. They are able to learn through action, personal awareness, health related exercise and observation, through which they begin to understand the reasons for and the importance of Physical Education as a means to developing a lifelong, healthy lifestyle.

Aims

The aims of Physical Education are:

- To acquire and develop a range of physical skills.
- To develop stamina and strength.
- To develop physical and mental coordination, self control and confidence.
- To develop an appreciation of fair play, honest competition and good sportsmanship.
- To learn the reasons for and the importance of health-related exercise.
- To learn to cooperate with each other and work successfully in pairs, groups and teams
- To express and develop ideas, especially in dance and gymnastic;
- To develop self confidence, through the understanding of one's own capabilities and limitations.
- To develop personal character-building qualities such as co-operation, perseverance and responsibility.
- To provide opportunities for a wide experience of all six physical activities in the National Curriculum;

- To motivate each child, so that they retain a lifelong interest in physical activity and recognise the importance of living and maintaining a healthy lifestyle.

Objectives

Through Physical Education, children will have the opportunity to achieve the following objectives according to the individual's ability:

Key Stage 2

By the end of the Key Stage Two, children will be able to:

- Respond to stimuli and accompaniment.
- Practise, perform and evaluate gymnastic and dance sequences.
- Develop and improve a range of movements on floor and apparatus, showing consistent control and quality.
- Play and invent small-sided and modified competitive net, striking, fielding and invasion games.
- Use skills and tactics and apply basic principles for attacking and defending. ▪ Participate as a member of a team, applying and conforming to rule.; ▪ Use running, jumping and throwing activities both singly and in combination.
- Use a range of orienteering and problem solving skills.
- Swim, unaided, for 25 metres.
- Use a range of recognised swimming strokes and personal survival skills.
- Recognise how physical activity affects the body in the short and long term and understand the importance of a warm up and cool down.

Entitlement

At Newlands School, we believe that each child should have the opportunity for a balanced development through a range of activities, opportunities and experiences. Our aims relate closely to the activity specific requirements of the National Curriculum and will be developed through the successful completion of the Physical Education programme, to ensure that each child has received their full entitlement.

Effective teaching of Physical Education is no different to any other subject. It is the content and environment that makes Physical Education different. Effective learning requires good teaching, regardless of the subject. This involves teachers using a variety of methods and styles and knowing, why, when and how to use them. Here at Newlands, we have adopted an 'adaptive teaching' ethos whereby in PE, as in all subjects, there are two members of staff (teacher plus a teaching assistant) adhering to the needs of each child in every lesson. This means that children who need extra support receive it in a 1-to-1 or small group situation and those who are more able can be challenged.

Each class will receive two sessions of Physical Education, within Curriculum time, per week. Both sessions are taught by our sports coach (plus teaching assistant) with dance being delivered by an external dance specialist. The lessons will include all relevant areas of Physical Education, as outlined in the National Curriculum.

In addition to their PE lessons, the children have the opportunity to access a variety of other exciting and energetic activities throughout the school day. The 'Skip2bfit' initiative has really taken off and skipping for 2 minutes every day has now become an integral and enjoyable part of school life, which has improved their fitness and challenged themselves personally. Achievements are recognised in assemblies where determination, perseverance and improvement are celebrated with the awarding of certificates.

In September 2024, we introduced 'Teach Active' into our curriculum. This resource is used throughout the school in both Maths and English and is designed to deliver 'active' lessons that cover all of the key objectives in each year.

Running alongside these activities, we have now fully incorporated 'The 30 Active Minutes' into the curriculum, so that our children intersperse their learning with short bursts of activity. This has proved incredibly popular and enables our children to re-focus more positively on the learning in hand.

In conjunction, we incorporate as many 'Talk-less Teaching' ideas across all subjects so that learning is more interactive no matter what the topic. All in all, these initiatives make for a very active curriculum of which we are very proud!

With regard to swimming, we have an 18 week block booking with the Rebecca Adlington Swimming Centre, which starts in the Autumn Term and continues into the Spring Term. This is offered to our Year 3 children. We also use some of our Sports Premium Funding to offer booster lessons in the Summer Term for those children who need extra tuition in order to reach the goal of swimming 25m unaided.

We also try and incorporate competition into the school calendar whenever possible. During the Summer term, the PE co-ordinator, in collaboration with the sports crew, sports leaders and captains, organises inter school tournaments and a sports day. In addition to this, as part of the Mansfield Partnership, children, of all abilities, participate in inter-school competitions across a range of sports and games throughout the school year.

Participation / Inclusion

It is intended that all children should take part in Physical Education. In the event of a medical condition, which prevents participation, or a genuine parental concern, a note from the child's parent/guardian should be provided. In these circumstances, non-participants are the responsibility of the class teacher and should remain with the class (with the exception of swimming, where they become an unnecessary responsibility to the class teacher), being as actively involved as possible, e.g. scoring, evaluating, spectating, etc.

Where a child has a disability/medical condition which impacts on participation adaptations will be made so the child is involved as far as possible. If necessary, support would be sought from professionals and outside agencies.

A phone call should inform parents when a child repeatedly misses lessons for whatever reason.

P.E. Kit

It is Newland's policy that the children arrive in their PE kits on their specific PE day. The nature of Physical Education requires children to wear clothing that provides freedom for movement. The school P.E. kit is clearly outlined in the school brochure. Parents will be informed if PE kit is repeatedly forgotten. Spare kit is available in school for children without the appropriate attire.

Members of staff should set a good example by wearing the appropriate clothing for P.E. and abiding by rules regarding jewellery and the tying up long hair. This is for their own health and safety and that of the children.

Jewellery

In the interests of safety to all participants, all items of jewellery should be removed for all P.E. including swimming. Parents need to understand that it is their responsibility to send their children to school adequately prepared for the school day ahead. If children are unable to remove earrings themselves they will be covered with tape (which should be provided by the parents/carers) to prevent injury. Teachers should not remove children's earrings, neither should they take responsibility for the safe keeping of such valuables. The P.E. Co-ordinator will be aware of the current LEA response to these matters, should further information be required.

Teaching and Learning

Adaptive Teaching

The National Curriculum provides a broad and balanced education for all children. Throughout all teaching and learning at Newlands, we provide opportunities that enable all pupils to make good progress. We do this by setting suitable challenges and responding to each child's individual needs, as well as choosing activities to suit each year group and lesson. Teaching is adapted to meet the needs of all pupils. Appropriate support, whether adult support or the use of manipulatives or other extra learning resources, is given to any child that needs it to move their learning forwards.

Running alongside our adaptive teaching, two teaching approaches are deployed: direct and indirect.

The direct approach covers the formal teaching and coaching of specific skills. Teachers should understand the progressions involved and take into account the children's ability and previous experience. Pupils learning a new skill should have the necessary strength, flexibility and body awareness and should pass through the progressive stages leading up to that new skill. These skills can then be used, modified and integrated into relevant areas of Physical Education and health-related exercise.

The indirect approach caters for the needs and abilities of all pupils and allows them to approach given exercises in their own way. They are able to use and develop their knowledge, skills and understanding in their own creative ways. Where appropriate, the teacher must give active encouragement and help to individual pupils. Any interesting problems and good examples or solutions should be shared with the whole class.

Planning

A PE Curriculum Overview ensures that all elements of the National Curriculum for Physical Education are covered over the school year. Each year, the children will experience a varied and broad curriculum that encompasses the following themes:

- * Gymnastic Activities
- * Dance Activities
- *Swimming and Water Safety
- *Games – invasion, striking and fielding, net and wall
- * Athletic Activities
- * Fitness-related Activities
- * Outdoor and Adventurous Activities

Short Term Planning is carried out by our sports coach.

Continuity and Progression

In addition to the Curriculum Overview, teachers will be guided by the PE Skills Progression and The Knowledge and Vocabulary Progression, which are now in place to ensure that children's learning is progressive and age-appropriate. Children are given opportunities to apply and adapt their knowledge, skills and understanding in a range of increasingly demanding situations, and environments, allowing time for evaluation and improvement.

All planning documents have been planned with John T Rice, ensuring continuity and a spiral curriculum where children can build on previous knowledge and skills.

Assessment and Recording

Teachers should use the national curriculum statements as reference points for assessment in Physical Education. This together with the 'Skills Progression' maps will enable the teacher to assess children as working at expected, working below or working above.

The gathering of assessment information will include observing, recording and reporting:

- Observation and discussion is the most obvious way of collecting evidence. Children should be encouraged to use self-assessment and opportunities should be provided for them to observe, evaluate and communicate their own and others' performance.
- Recording of evidence should be carried out over a period of time, so that evidence of achievement and progress is noted throughout Key Stage 2.
- Reporting should reflect the positive achievements of each child in each area of the Physical Education curriculum.
- In order to assess the fitness of our children, they undertake the 'Beep' Test, four times a year (September, January, April and July). This gives us an indication of how the children's fitness is progressing through-out the school year.

Monitoring and Evaluation

The P.E. Co-ordinator will monitor coverage and progression in Physical Education by talking to the sports coach, looking at planning, doing learning walks and by observing lessons. As well as this, Pupil Voice interviews will take place to evaluate the children's knowledge, vocabulary and understanding.

The fitness of our children will be evaluated by analysing the beep test scores at the end of each term.

Equal Opportunities and Inclusion

Every child has an entitlement to Physical Education. All children should be allowed to access the activities of the lesson and should have experience of handling apparatus, equipment, etc.

Children with special needs have the same entitlement to a broad, balanced P.E. curriculum. The best results are achieved through differentiation and by matching tasks and resources to the needs of the individual, in order for them to be challenged and to succeed.

All pupils, regardless of ability, race, age or gender are given the opportunity to participate and achieve their full potential.

Cross-Curricular Links

There are a number of obvious links between Physical Education and other National Curriculum areas. Some examples are listed below:

- Science – The Body, Digestion
- Maths – ‘Active Maths’ lessons that reinforce the objective being taught
- English – ‘Active English’ lessons that reinforce learning in grammar
- Art and Design and the creative elements of Physical Education, e.g. Dance and Gymnastics;
- DT - Healthy Food topics
- CITIZENSHIP – Breathing and mental well being
- ALL SUBJECTS - developing the ability to work independently, in a group, in a team, with confidence, with self-esteem, etc.
- GEOGRAPHY - the use of maps and compass points in orienteering

Teachers will actively promote and make use of these and other links, within both the planning and teaching of Physical Education, both formally and informally.

Equipment and Resources

Equipment and resources for Physical Education are stored centrally and shared by all pupils and classes. Items are stored in an organised fashion and are labelled accordingly to aid storage and time management issues.

Pupils are trained to store equipment appropriately. They are taught how to use equipment correctly by their teacher, at the beginning of a unit of work and when new equipment is purchased or comes into use.

Before use, members of staff check equipment. Gymnastics equipment is inspected according to the necessary requirements annually by “sportsafe”.

Staff Development

Staff training on new initiatives, available resources, strategies and course availability will be made available via the P.E. Co-ordinator and through INSET. The school is a member of the Mansfield Sports Partnership who provide training courses and specialist coaches. Through the use of external, specialist coaches, the staff receive on the spot CPD by observing, aiding and working alongside an expert.

Members of staff are actively encouraged to share resources and responses to the teaching of Physical Education, both formally and informally, with the P.E. Coordinator and other members of staff.

Out of School Hours Learning (OSHL)

In addition to the broad, balanced Physical Education programme within curriculum time, the school offers a range of extra curricular activities. These are generally held at lunch times and after school. These activities are taught by members of staff and external coaches who offer a variety of different clubs two or three times per week.

Where possible, these clubs provide a range of opportunities, which enrich and extend the curriculum. They offer social, sporting activities that can both engage the 'social' participant and enable the more talented, committed sportsperson to practise and develop the skills they have acquired; skills that can potentially be advanced to 'higher level' competitions.

Sports Fixtures

Inter-school tournaments provide opportunities for school teams, from both curricular and extra curricular learning, to represent the school at a range of levels. As part of the 'Mansfield Partnership' our children have become increasingly involved in tournaments, representing the school as either a full class or as a small group of individuals.

Safe Practice

Although it is the teacher's responsibility to ensure a safe learning environment, they also have to develop children's awareness of safety and teach them to become responsible for their own safety and that of others.

Through Physical Education, children learn about posture, health-related exercise and the importance of warming up and down. P.E. also involves using various types of equipment: the safe handling, storage and use of which is central to our programme.

Below are the general safety requirements for Physical Education:

- Children should be taught to respond immediately to instructions;
- Children should know and follow relevant rules for the activity in which they are engaged;
- Children should wear clothing (which needs to be 'tucked in' for Gymnastics) appropriate to the activity;
- Children should not be allowed to wear any jewellery during any P.E. lesson, including swimming;
- Warm up and cool down activities should form part of every lesson;
- Children should be taught the correct methods for using and moving equipment and apparatus;

- Staff should be aware of any health problems which may affect or be affected by physical activity;
- The space being used for P.E. should be clean and free from any obstructions.

The Role of the P.E. Co-ordinator

The co-ordinator works with the head teacher and leads the teaching of Physical Education.

The role includes:

- Ensuring complete coverage of the National Curriculum;
- Ensuring that the planning and teaching of P.E. involves continuity and progression;
- Offering advice, guidance, support and relevant training to all members of staff (where necessary);
- Liaising with a variety of outside agencies, to arrange coaching, fixtures, tournaments, sponsorship, etc.;
- Ensuring that P.E. has an appropriate profile as part of the School Development Plan;
- Being responsible for purchasing necessary equipment and resources to support the P.E. curriculum.
- Utilising sports premium fundin effectively to include all children in sporting activities