



LATCHMERE  
ACADEMY TRUST

## Physical Education Policy

Status	Curriculum
Review Cycle	Annual
Date written/ last review	September 2022
Date of next review	September 2023

*NB: Throughout this document Latchmere Academy Trust may be abbreviated to "LAT"*

## **Introduction**

“A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.” (National curriculum 2014)

At Latchmere Academy trust Physical Education is an integral part of the whole school education process. Effectively taught, it contributes significantly to the promotion of positive attitudes, develop personal qualities such as self-confidence, leadership, initiative and self-control and establish the importance of a healthy lifestyle.

## **Aims and Intent**

At Latchmere Academy Trust School, we aim to:-

- Promote an understanding of the importance of physical health, an appreciation of the need for exercise and how correct nutrition can influence physical activities.
- To encourage the enjoyment of a physically active lifestyle over a sustained period of time.
- Develop competence and confidence in physical activity to promote self-esteem and to allow children to excel in a broad range of physical activities.
- Enable pupils to work independently and as part of a team in varied activities, thereby promoting communication and co-operative skills.
- Develop and maintain mobility, flexibility, stamina and strength.
- Enable pupils to understand and use safe practice.
- Develop the ability to appreciate the aesthetic qualities of movement, especially through dance.
- Develop a respect for others, their abilities, strengths and weaknesses.
- To engage in competitive sporting activities and competitions.

## **Objectives**

- Pupils are made aware of the link between a healthy lifestyle and exercise, including the effects of exercise on their own body. This is achieved through cross-curricular links with PSHE, Science, Design and Technology and other relevant curriculum areas.
- To provide physical experiences that will enable and motivate pupils to continue and develop their abilities and interests into adult life.
- To encourage self-confidence through the development of abilities at their own levels.
- To promote an understanding of sport as a vehicle for encouraging physical, social and cognitive development.
- To promote an understanding of the importance of exercise and its link with fitness, health and happiness.
- To develop sound reasoning, decision-making and thinking skills.
- To teach the importance of warm ups and cool downs.

- To encourage self-discipline and respect for rules.
- To provide opportunities for communication and self-fulfilment through creative activities such as movement and dance.
- To develop an awareness of the need for safety when taking part in PE activities.
- To develop competence within PE to allow children to excel in a broad range of activities.

### Implementation

The National Curriculum programme of study for Physical Education is used as a basic core for all P.E. planning. The following P.E. areas are offered: -

- games
- dance
- gymnastics
- swimming (except Foundation Stage)
- athletics
- health and fitness

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Our children will:

- receive at least 2 hours of high-quality P.E lessons a week.
- be active throughout the lesson. For example, sports such as rounders and cricket should be played on a small scale to develop skills so that all children are actively engaged.
- be given good quality equipment to use which is recommended by the national governing bodies of individual sports. For example, size 3 footballs for children under the age of 10.
- evaluate their own work as well as the work of other children.
- have the opportunity both to collaborate and to compete with each other.

### Our approach?

To support our curriculum, we use the 'getset4pe' scheme of work.

We have clear progression and continuity from EYFS – Year 6.

Nursery/Reception	Children develop <b>gross motor skill</b> e.g. sense of spatial awareness, coordination, balance, agility, enjoyment and gross motor skills.
KS1	Children develop <b>fundamental movement skills</b> e.g. agility by changing direction with speed, balance through competent running, skipping and jumping and experimenting with different movement patterns. Children develop awareness of different skills for invasion games

LKS2	Children <b>apply the previous skills learnt in sport specific game situations.</b> To know the rules of the key sports they are introduced to. Learn the key concepts for each sport. Refine gross motor skills and apply to each sport. To experience and enjoy a wider range of sports.
UKS2	To <b>understand tactics, strategies and rules.</b> To have greater exposure to different sports in their own right and apply attacking, defending and fielding skills. To develop team work and collaboration and the importance of a <b>healthy lifestyle.</b> Participate in competitions, both intra and inter school.

### Cross Curricular Links

Physical Education can make significant contributions to the development of cross-curricular skills. These skills include: -

#### English

language skills can be developed in describing, analysing and evaluating their own and others' performance.

Children who find difficulty in oral or written communication or EAL children can experience success in expressing themselves through movement.

#### Mathematics

Keeping records of results and achievement in athletic activities can increase numeracy skills from simple recording to collation, comparison and analysis.

#### Personal, Moral and Social skills

Children develop a sense of fair play, team sportsmanship and team spirit. Health education is linked to our healthy school ethos, to lead healthy and active lifestyles. Develop social skills and co-operation among peers through events, such as country dancing and competitions

#### Problem-solving

Developing tactics/thinking skills and strategies in games.

#### Computing

Recording results on a computer and filming on DVD and video for sports analysis and data recording.

#### Geography

Map work and orienteering.

#### Creativity

Develop imagination and expression through sporting opportunities. To create alternative and inventive ways to develop sports movements in dance.

<b>History</b>	Understanding of tradition and legacy within sports e.g. country dancing, 1914 football, 1966 World Cup, Ladies' Cricket World Cup, Olympic Legacy etc.
<b>Science</b>	Gravity and movement - Healthy bodies and lifestyle.
<b>RE</b>	The 'big picture' of PE in people's lives and society.
<b>Art</b>	Designing and drawing grids and maps for PE activities.
<b>Emotional Literacy</b>	Helping the pupils to be safe and happy while working.

## **Health and Safety**

### **Maintenance of Premises and Equipment**

The PE subject leaders and supporting team are specifically responsible for the condition and availability of PE equipment.

Apparatus and equipment is carefully stored, preferably in a separate space (school hall where equipment is sorted). Larger equipment is stored within an identified store room and smaller equipment room.

Selected pupil monitors and teachers will be encouraged to report any defects they see to the PE subject leaders, who will also check for the suitability of current equipment.

### **General Health and Safety Precautions**

Physical Education includes many activities, which offer a challenge to the child's initiative, determination and courage. Safety precautions cannot remove all risk, but should eliminate unnecessary dangers.

We recognise that children need to acquire a knowledge and understanding of the relationships between an active life style and care of the body, which generates feelings of wellbeing.

Teachers will always be aware of any disability/medical condition that could affect a child's performance during a P.E. lesson.

Safety precautions are observed at all times especially when choosing appropriate activities for young children, in particular the gym equipment, the ropes and climbing frame.

### **Kit**

During PE lessons or activities, children must wear a T- Shirt, shorts (school colour), (or suitable tracksuit bottoms for outside PE in winter), appropriate footwear for specific

activities and socks (tights are not permitted). No shoes or socks to be worn during gymnastic activities.

Medical advice confirms that any jewellery worn in physical education lessons is an unnecessary risk and should be avoided at all times. Children who do wear earrings to school on PE days will be expected to remove them by themselves. Staff are unable to help with this.

### **Inclusion/ SEND**

All children will have equal opportunities to participate in and gain confidence in different physical activities regardless of their ability, gender and cultural/ethnic background. There is flexibility within the Programmes of Study to allow for differentiation enabling individuals to achieve their potential in all areas of PE. Opportunities are created which promote an understanding and appreciation of each other's abilities.

### **PPG**

LAT ensures that every child has equal opportunities to participate in sporting activities, such as PE lessons, intra and inter school competitions.

### **Assessment**

We need to assess both the learning process and the final products using both subjective statements and objective attainments. End of Key Stage statements provide a framework for the following assessments.

AfL is a key part of Year groups teaching and planning in order to enable all children to make personal progress in PE. Class teachers formatively assess children and give them short term targets. Also, class teachers carry out activities which monitor pupil progress and inform strengths and weaknesses in their end of year reports.

### **Extra-Curricular**

All children at Latchmere School take part in both Sports Day and our annual Sports Week. The school is an active member of the Kingston Schools Sports Partnership and if possible, takes part in all inter school events. Further to this, children have the opportunity to participate in a wide range of intra school events organised by the P.E team.

The school provides a range of P.E related activities for children before, during and at the end of the school day. This encourages children to further develop their skills in arrange of activities. The school sends details of current club activities to parents at the beginning of each term.

**Conclusion**

At Latchmere Academy Trust, PE is an integral part of daily life both in and out of school. The children will experience a range of P.E. activities, which it is hoped will foster positive attitudes towards maintaining a physically active lifestyle.

We encourage our pupils at all times to reach the best of their potential as well as experiencing enjoyment and confidence in all physical activities, whether this is competing in a Borough tournament or an introductory PE lesson for a new sport.