

PE Policy

Status	Non - statutory
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Name of Headteacher	Jo Wreford
Name of Chair of Governors	Annabelle Hughes
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INTENT

'Physical education, physical activity and sport have been shown to impact positively on the extent to which young people feel connected to their school; the aspirations of young people; the extent to which positive social behaviours exist within school; and the development of leadership and citizenship skills.' (Youth Sports Trust)

At Meadlands we recognise the importance of PE and sport for children and young people, and the many and varied benefits it can offer if planned and implemented effectively. We strive to create a culture – rather than just a curriculum – which inspires and encourages our children to love PE and sport, to take pride in their own and others' achievements and progress, and to take care of their physical and mental wellbeing.

We offer a dynamic and varied PE curriculum, and a safe environment where every child is supported to flourish in a range of physical activities. Through this, we hope not only to develop children's physical skills and sporting prowess, but their cognitive and social skills too. We also know the power physical activity has to boost mental wellbeing – which remains a priority for our school – as well as developing core values such as resilience and respect.

Physical activity is embedded across Meadlands school life - not just as a part of PE lessons, but in playtimes, before and after school, inter and intra school competition, and across the school curriculum. We know that if we can engage and inspire learners, and establish positive attitudes and behaviours from the very start of their journey with us, we increase the chances of our children having healthy and active life-styles as they progress to secondary school and into adulthood.

Aims

The Meadlands curriculum works alongside the National Curriculum for Physical Education, aiming to ensure that 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

Links to our school intent

Language

- Sport-specific and skill-specific vocabulary is carefully selected for each PE unit and included on the Knowledge Organiser (see planning information later in this policy).
- Staff model effective use of carefully selected vocabulary in all lessons, and promote questioning and peer discussion to support the understanding of this language.
- Vocabulary is displayed across the school grounds, in areas where learning takes place and using outdoor whiteboards during lessons where appropriate.

- Children are given regular opportunities to reflect or observe, and to give verbal or written feedback on their own and others' skill development.

Memory

- Fun, varied and engaging practical learning experiences in each lesson encourage children to engage fully and for more information to pass into their long-term memory.
- Lessons are planned using careful progression, with links being made to prior learning at the start of and throughout each session.
- Skills are taught and practised in small, progressive steps to support understanding and enable children to remember what they have learned.
- Connections are made between different activities and sports, and between the learning in school and children's experiences and interests outside of school, supporting memory.

Mental Wellbeing

- Research has shown that physical activity releases chemicals in your brain that make you feel good - boosting your self-esteem, helping you sleep and concentrate better.
- Children at Meadlands enjoy and look forward to their PE lessons and wider sporting opportunities.
- PE and sport are social opportunities: children learn to collaborate, cooperate and communicate with each other, and enjoy shared experiences, challenges and successes.
- Lessons promote and develop core Meadlands values such as motivation and resilience, which support children's longer-term mental wellbeing.
- Children learn about sportsmanship and it is this – alongside effort and progress - that is commended and celebrated, rather than simply sporting success.

IMPLEMENTATION

Meadlands strives to meet the Early Years Foundation Stage and National Curriculum expectations and guidelines, which are outlined and explained further below.

Early Years Foundation Stage

The Early Years Foundation Stage Framework objectives relating to PE include the following:

Physical Development

- *Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space for themselves and others. They handle equipment and tools effectively.*
- *Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.*

Expressive Arts and Design

- *Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them.*
- *Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.*

Personal, Social and Emotional Development

- *Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.*
- *Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.*
- *Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.*

NB: Please note that although the EYFS statements referenced below are accurate at the time of writing, reforms to the framework are expected this year – in place from September 2021.

We provide varied opportunities for our Early Years children to be active and interactive, and to develop their movement, co-ordination and control, and their understanding of what it means to be healthy. This includes carefully-planned fine and gross motor activities or resources made available during independent learning time, but also through weekly whole-class PE lessons led by the class teacher.

Staff enable social skill development - including effective communication, turn-taking and working cooperatively - through PE activities. The children learn how to behave appropriately: how to move safely, look after PE equipment, and show respect for others. Their achievements and progress are celebrated regularly, and children are encouraged to take pride in themselves and others.

Key Stage One

The National Curriculum for Key Stage One states that:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- *master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities*
- *participate in team games, developing simple tactics for attacking and defending*
- *perform dances using simple movement patterns.*

In Key Stage One, PE lessons enable children to continue developing fine and gross motor skills and coordination, and to begin to apply skills to games and simplified versions of sports. Year One and Two have two PE lessons each week – one of which is taught by the PE Coordinator, and one taught by the class teacher. Some Key Stage One units focus on fundamental movement skills which are applicable to and transferable across different games and sports.

Key Stage Two

The National Curriculum for Key Stage Two states that:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- *use running, jumping, throwing and catching in isolation and in combination*
- *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending*
- *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]*
- *perform dances using a range of movement patterns*
- *take part in outdoor and adventurous activity challenges both individually and within a team*
- *compare their performances with previous ones and demonstrate improvement to achieve their personal best.*

In Key Stage One or Two, pupils must also be taught Swimming and Water Safety, including to do the following:

- *swim competently, confidently and proficiently over a distance of at least 25 metres*
- *use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]*
- *perform safe self-rescue in different water-based situations.*

By Key Stage Two, motor skills are further refined, and children begin to learn rules of and apply skills to a wider range of games and well-recognised sports. Children develop a better understanding of and control over their own progress, and have increasing opportunities to participate in extra-curricular sport and competitions.

Children in all Key Stage Two classes have weekly swimming lessons for one term, with those who are not able to meet the NC objectives above by Year 6 being offered further targeted tuition. Where staff identify swimming to be a strength for a particular child, they may also be invited to further small group training and to attend the borough's yearly swimming gala event.

Teaching

PE is taught in half-termly blocks or six-week blocks. In the Early Years, this is a weekly session delivered by the class teacher, and in Key Stages One and Two, two sessions a week: one with the class teacher or a specialist visiting teacher (e.g. for yoga, dance or boxing) and one taught by the PE Coordinator.

Units of PE are taught in line with the National Curriculum programmes of study. Teachers carefully plan units according to the subject Knowledge Organisers, which ensure progression of knowledge and skills, and acquisition of key vocabulary.

Planning

All of the units of PE are taught using the "**Get Set 4 PE**" scheme, teachers are able to use and adapt planning to suit the needs of their classes and support all children to improve on a wide range of skills. This scheme focuses on teaching core movement skills, which provide a strong foundation and will later be applicable to and transferable across different games and sports.

PE planning ensures coverage of the National Curriculum for PE, and is planned in half termly units by the class teacher and/or PE coordinator using Get Set 4 PE scheme. Planning takes the form of:

- **Curriculum map** for the whole school. This ensures Meadlands has a broad and balanced PE curriculum, covering a wide range of skills and sports. The range of subject areas taught across each year ensures children develop a range of fine and gross motor skills, which enable them to participate in, excel and enjoy a range of games and sports.
- **Knowledge organisers** for each area of sport. These outline the key skills to be taught, the sport-specific vocabulary, and expected outcomes for each year group. Where one area of sport is taught across multiple year-groups, these show the progression of skills and outcomes expected from one year to the next.
- **Mid-term plan** for each sporting unit. This breaks down the teaching and learning by lesson, stating the learning challenge, outline of activities, key vocabulary, resources, and sporting hero to focus on in each lesson. Lessons are then adapted as necessary by teaching staff, based on assessment of the needs of that class.

Assessment and monitoring

Live feedback and formative assessment by the teacher (including through observation, questioning, discussion, modelling and verbal feedback throughout the lesson) plays an important part in all Meadlands PE lessons, enabling all children to progress and achieve. Recording devices such as iPads are regularly used by teachers or children to film parts of the lesson, as these clips can then be referred to during whole-class or individual feedback and used as an assessment tool. Other assessment tools include the use of peer assessment and feedback, and self-assessment against set criteria. Class teachers and specialist PE staff complete a more formal assessment at the end of each term (in line with planning from Get Set 4 PE), giving an overview of children's achievement in each PE unit and whether they are meeting the age related skill expectations (as outlined in the planning scheme). This also allows leadership to analyse the effectiveness of the curriculum and its delivery.

There is no expectation to publish and report national curriculum levels for PE, with the exception of swimming outcomes, which we publish yearly as a part of our Sports Premium Strategy Report. We do however review children's attitude to learning in PE lessons – whether children have demonstrated an emerging, expected or exceeding attitude to learning – and share this with parents in their end-of-year report.

Implementation and impact are monitored more broadly by the subject leader, who ensures teaching is to a high standard, and that children are progressing in all areas of the PE curriculum.

Culture Capital

Meadlands has a broad and exciting extra-curricular offer for PE and sport, with clubs, competitions, and external and internal events available to all children. Our curriculum ensures the personal development of all children - not just learning skills but supporting children to realise their own talents, and developing their character and resilience. The children learn about sportsmanship and sporting values, and about diversity and progress in sport, for example through our 'heroes of sport' and PE assemblies/celebrations.

Cross-curricular links

PE is taught as a discrete subject, however, links across the curriculum should be made wherever possible, and the use of physical activity to engage learners is encouraged in all lessons.
Some notable links with other subject areas include:

- PSHE and SRE – for example when developing children's awareness of their own bodies and how to maintain a healthy lifestyle.
- Science – for example through the Animals Including Humans units, teaching body parts in Key Stage One, and the importance and impact of exercise in Key Stage Two.
- Maths – for example through measuring time, distance and speed in athletics activities.

Sporting Heroes

It is important for children to recognise, investigate and celebrate the diverse group of people who have shaped the history and development of PE and sport, including those who have shown great skill and achievement locally, nationally and internationally, and of those who have fought for equality in sport. Our sporting heroes help to promote a passion in our children for sport and physical activity, both when in school and in their local community, and encourage them to *dream big*!

Resources

Meadlands is fortunate to boast extensive outdoor grounds including a large field, fenced off multi-use games area (MUGA) and large playground, as well as a wooded area, which is used for OAA activities. The playground and MUGA feature a variety of courts and other floor markings to encourage physical activity during playtimes as well as enabling a wide range of sports and games to be played during lesson times and clubs.

The indoor hall space is primarily used for gymnastics and dance lessons. It features an in-built gymnastics climbing/rope unit as well as mobile equipment such as mats, spring boards, benches and boxes.

The PE shed and outdoor storage units provide safe, dry storage for a wide range of other PE equipment, which is carefully selected and monitored by the PE Coordinator and Junior Leaders. This ensures resources meet the children's needs for curricular and extra-curricular sports/activities, as well as promoting fun and active playtimes.

Health and Safety

In order to reduce risk of injuries and accidents, teachers ensure that:

- They and the children check working areas and surfaces for potential dangers and ensure areas are safe before engaging in physical activity or sport
- They are positioned effectively when teaching to maximise observation of the group
- Children are dressed appropriately, with no jewellery and long hair tied back
- Children are taught and reminded to lift, carry and place equipment safely

All staff have access to emergency first aid kits as well as a list of onsite first aiders, to ensure any accidents during PE lessons or extra-curricular activities can be dealt with effectively and efficiently. Where external visits or matches take place, a Meadlands first-aider will always be present.

Resources and equipment are checked regularly by the PE Coordinator and teaching staff to ensure they are in good condition and safe to use. In addition, an external health and safety inspection of all PE equipment is carried out on a yearly basis.

PE Uniform

All children in Reception and Key Stages One and Two are expected to come to school wearing the full Meadlands PE kit on their class PE days. This comprises of:

- Bottle green tracksuit with school logo
- Yellow PE shirt with school logo
- Bottle green school PE shorts or skort (in warmer weather)
- Plain, dark-coloured trainers
- White ankle sport socks or bottle green knee-high sport socks

Where there is a SEND or medical need which prevents a child wearing the normal uniform, we encourage parents to communicate this with the class teacher or SENCO so that an appropriate alternative can be agreed and their inclusion is supported.

On occasions where children do not have their kit, spare kits may be offered by the school if available. Reminders will be sent to parents to ensure the child does not consistently wear the wrong uniform.

We aim to ensure whole-class participation and engagement in PE lessons. Therefore if children are unable to physically participate in lessons (e.g. due to lack of appropriate kit or injury), they will be offered alternative roles and responsibilities. These include the roles of performance analyst, coach, photographer, kit manager, and news reporter.

Enrichment

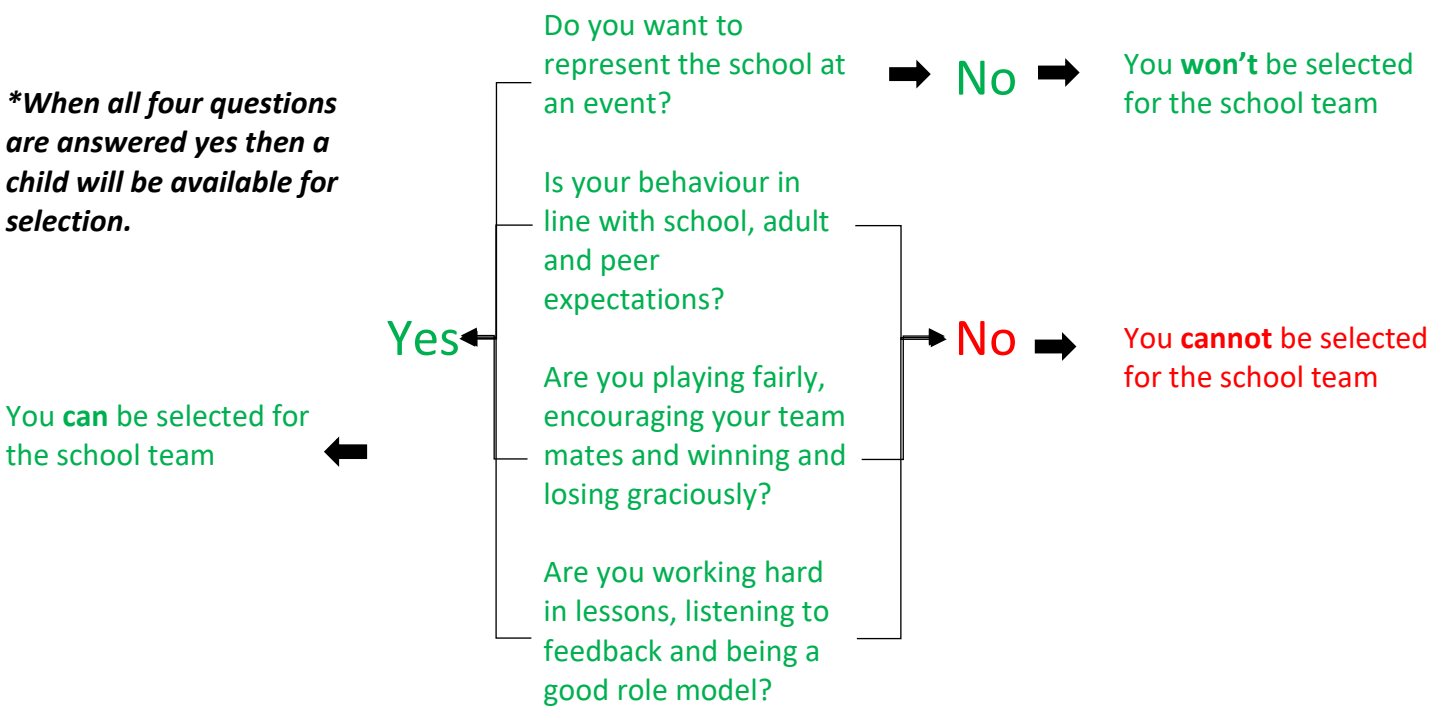
Extra-curricular clubs - A clubs timetable is released prior to the start of each new term, offering all children a range of extra-curricular opportunities. Across the year, this is likely to include the following:

- Football
- Netball
- Swimming
- Tag Rugby
- Basketball

- Judo
- Gymnastics
- Dance
- Tennis

Clubs are led by Meadlands staff as well as external specialists or local clubs. Where they are led by external adults, a payment may be requested, however where possible the school will subsidise this through use of the Sports Premium Funding (and/or the Pupil Premium Grant for those on the Pupil Premium register).

Competitions - All children have opportunities to engage in competitive sport and games during PE lessons and inter-house competitions. In addition, Meadlands is an active member of the Richmond Schools Sports Partnership and engages in several inter-school leagues and tournaments across the year, in a range of sports. We endeavour to make these opportunities as inclusive as possible, rotating teams to ensure as many children as possible have the chance to represent the school. Children are selected for these events based on their commitment to and effort in PE lessons and clubs, their attitude to learning in PE and across the curriculum, and the progress they are making; having a natural aptitude for a sport will not necessarily lead to a child being selected. When being selected to represent the school at events adults in school will look beyond "sporting ability" to decide whether a child may participate. The flow chart below can help explain the rationale used to select teams.



Events and Visits - Meadlands engages in as many national and local sports events and celebrations as possible, including those for charity, festivals run by local secondary schools, and visits and workshops from local clubs or athletes. Children may also visit sites of sporting significance, where relevant to their PE unit or class topic, or as a part of Sports Week.

Sports Week - During the summer term, Meadlands Sports and Healthy Living Week is held to promote and celebrate sport and active lifestyles. The week may include: taster sessions in additional activities that are not currently a part of the school curriculum offer; inter-house events and competitions; a whole school sports day/festival; visits to local schools or sports stadiums; assemblies with a sport or active focus; visits, talks and workshops from elite sportsmen or local clubs; and the Meadlands Sports Personality of the Year awards celebration event.

Equal Opportunities

We are committed to all children in Key Stages One and Two participating in two hours of quality curriculum time PE each week: one hour of which is taught by the PE coordinator and the other by the class teacher or a visiting specialist (e.g. yoga, dance or boxing instructors).

All children have equal and full access to the PE curriculum, regardless of gender, race, or additional needs. Where an activity needs to be adapted in order to allow access for or meet the needs of a particular child or group, the class teacher is responsible for doing this – with support from the subject leader and SENCO where necessary.

Where children on our SEND or vulnerable children register might struggle to access or engage in PE lessons with their class, we endeavour to make additional adults available to support them to participate – either alongside their peers or on a 1:1 basis. Various elements of these sessions can be differentiated to allow access for all, as outlined through 'STTEP':



The above also applies to our extra-curricular opportunities. Again, all children are actively encouraged to sign up for and attend active clubs. For children on our PPG and SEN register, free or subsidised clubs places are made available to ensure maximum inclusion and participation. Where a child has an EHCP and requires 1:1 or close adult support, the school will make best endeavours to ensure this is arranged for their club of choice – whether this is to support their learning, communication, wellbeing and/or safety. A combination of Sports Premium, Pupil Premium Grant and SENS funding is used to enable the aforementioned.

The PE coordinator will also ensure competitive sport opportunities are available for all – whether this be taking part in borough competitions, joining 'friendly' matches against schools in the locality, or holding in-school events. By the time children leave Meadlands, we hope that all children will have had this opportunity.

In the instance of partial or total school-closure, the school will make best endeavours to provide children with physical activities that can be accessed by all children and all families – including those who have limited indoor space and/or no garden. Examples might include videos of PE challenges set by the subject coordinator or JLT, shared through the website, or the sharing of Youtube links such as Cosmic Yoga or Joe Wicks' kids work outs.

Monitoring

The implementation of the PE policy will be monitored by the subject co-ordinator with reference to the Knowledge Organisers, mid-term plans, observation of children's outcomes in PE lessons, and pupil voice.

IMPACT

- All children will be taught the skills and given the opportunities to allow them to improve and to achieve their personal best.
- Children will develop a love of physical activity and sport.
- Children will be better able to engage with learning in the classroom as a direct impact of physical activity and positive PE experiences.
- Children will understand how to lead a healthy lifestyle and will begin to develop life-long healthy habits.
- Children will understand the importance of playing fairly and demonstrating sportsmanship.
- Children will leave Meadlands will develop skills to be humble winners and gracious losers.
- Children will leave Meadlands as confident swimmers who can swim 25 meters independently and use self-rescue skills in the water.