

Physical Education Policy

Whitefriars School



Approved by: SLT
Effective from: September 2022
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Next Review Date: July 2023

Intent



Article 29: *Your right to become the best that you can be.*



Article 6: *You have the right to life and to be healthy.*

It is our aim to offer all pupils a broad and balanced curriculum, which has sufficient depth and breadth to enable our pupils to develop their full physical and mental confidence.

We aim to contribute to the overall education of young people by helping them to lead full and active lives through engaging in purposeful physical activity and sport. As well as developing core skills and tactical awareness through various sporting activities, we are also concerned with the development of other educational qualities such as leadership, social and communicative skills, character, aesthetic appreciation, problem solving skills, along with the development of knowledge and understanding of relevant concepts. We therefore see the variety of physical activity areas as a medium to develop and educate the 'whole child'.

The sympathetic selection of learning experiences appropriate to pupils' experiences, ability and maturity aims to support all pupils in the development of physical competence and promote those skills necessary to effectively plan and evaluate movement and movement-related activities safely and with confidence.

A cross-curricular approach is taken to the teaching of how to live healthy balanced lifestyles and the PE curriculum takes a leading role in this. The promotion of positive character traits is a core focus of the physical education teacher.

The pupils will have the opportunity to experiment, investigate, observe and to discover for themselves, various principles of training and exercise. This understanding will arm them for when they have to make health related decisions on the future.

The pupils will develop a range of tactics and strategies to overcome opponents in direct competition through team and individual games. They will develop their technique and performance in a range of competitive sports and learn to perform dances using advanced dance techniques within a range of dance styles. They will take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team so as to dramatically build trust. They will also learn the skills necessary to analyse their previous performance to demonstrate improvement.

Implementation



Article 28: *Your right to learn and go to school.*



Article 31: *You have the right to play and relax.*

Timetable

Primary section pupils have two lessons of PE each week, one dedicated to indoor PE and the other to outdoor PE.

Key Stage 3 pupils have two PE lessons each week (usually a double lesson).

Pupils have the option of studying PE at GCSE level in Years 10 and 11. These pupils have three lessons per week. Key Stage 4 pupils have one CORE PE lesson each week if they do not study GCSE PE.

Skills and Content

PE skills develop sequentially through the whole through-school from the beginning of the primary section to the end of the secondary section. The part of the skill taught in each year group is well designed and based on the through-school approach. Secondary section teaching is fully integrated and builds upon the development of skills in the primary section.

Throughout all phases, pupils are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high-quality techniques. Pupils are taught and supported to recognise the benefits of and engagement within competitive sport, develop character and the competence to excel in a broad range of physical activities, are physically active for sustained periods of time and lead healthy, active lives.

Our curriculum fully embraces and meets all the requirements of the National Curriculum and the Statutory framework for the early years foundation stage, and enhances this according to the needs of our pupils.

EYFS

In EYFS, pupils will learn the key fundamental skills in sport to aid their development of motor skill movements. This is taught through following instructional based activities and exploring different equipment. They also learn how to be safe in a physical education environment.

Key Stage 1

At Key Stage 1, pupils sample the different range of physical, social and leadership skills. These skills will progress, refine and improve throughout the key stages. Pupils will learn the different aspects of the components of fitness.

Key Stage 2

In Key Stage 2, pupils will be further exposed to a range of different sports in order to gain a holistic approach to physical education. Throughout KS2, pupils will learn the importance of showing sportsmanship and respect to all. Pupils will develop their understanding of why keeping healthy and fit will benefit their long-term well-being.

Key Stage 3

In Key Stage 3, pupils build on and embed the physical development and skills learned in Key Stages 1 and 2, become more competent, confident, and expert in their techniques, and apply them across different sports and physical activities. They will learn what makes a performance effective and how to apply these principles to their own and others' work. They will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.

Key Stage 4

In Key Stage 4 pupils will tackle more complex and demanding physical activities. They get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

GCSE

The curriculum has been designed so that PE teaching at this level fully develops from that taught in the earlier key stages.

Extra-Curricular

Whitefriars School PE department provide many extracurricular activities to all pupils. All year groups are provided with a range of after school clubs. Pupils also have numerous opportunities to part in competitions across the borough which allow them to practice the skills they have learnt in lessons.

Implementation - Skills

	Physical (Movement)	Using skills & techniques	Tactical & Rules	(Cooperation) Social	Leadership	Healthy body and mind (Learning for life)
Reception Sampling skills	Gross locomotion skills: Walk, run, jump, crawl, squat & lunge	Fine motor skills: Throw, catch, kick, stop and lift	Combining gross locomotion skills and fine motor skills to achieve an outcome: Compete against self	Display fine motor skills independently	Explain a rule and demonstrate it to others	Explain the need for PE kit (safety, hygiene)
Year 1 Sampling skills	ABCs: Be agile, balanced and coordinated in isolated situations	Use fine motor skills in a dynamic situation	Follow simple rules to play games, including team games.	Appreciate that others are learning the same skills independently and help ensure they can do this	Show and demonstrate to others what the rules/instructions are	Awareness of physical safety: Explain the importance of warm up and cool down
Year 2 Acquiring skills	Use speed, flexibility and strength to achieve an outcome in isolated situations	Replicate a skill by using a taught technique	Retain and recall an increased number of rules. Achieve an outcome within the constraint of these rules.	Learn and collaborate in a small group or team to achieve a common goal	Role model: Communicate rules or instructions to others	Physiological changes: Describe the anticipated short-term effects of exercise on the body
Year 3 Acquiring skills	Static stretches: Perform basic stretches for major muscle groups	Use equipment, apparatus or resources when applying a technique	Describe the difference between attacking and defending teams in games. Explain transitions in dance or gymnastics	Can compete against others fairly: Perform individually and a team whilst observing and respecting rights to learn, be safe and feel safe	Pupils lead: Communicate basic strategy to others in a game	Physiological adaptations: Describe the long-term effects of exercise on their health
Year 4 Developing skills	Perform basic dynamic and static stretches for major muscle groups independently	Use equipment, apparatus or resources with control	Using different team roles: Perform as an attacker and defender	Understanding the nature of a team: Describe the differences in others' roles when learning in a group or team	Using leadership skills: Explain and demonstrate how to successfully achieve a goal to others	Describe how to learn safely in PE
Year 5 Evaluating skills	Evaluate their own physical performance in PE and describe ways to improve	Sequence skills and techniques with control	Responding to stimuli: Adapt their role to react to tactical changes in a competitive situation	Acting on advice: Listen to feedback carefully and respond by adapting their performance to be successful	Influencing performance: Describe basic team strategies to improve a team's performance	Describe how safe learning and exercise can contribute to positive well-being
Year 6 Consolidating skills	Cardiovascular and muscular endurance: Sustain learning and performance without fatiguing	Sequence basic sport specific techniques with control	Responding to dynamic situations: Anticipate when to adapt their role to prevent tactical changes	Take part in competitive games/performance with a strong understanding of tactics and composition	Leading for learning: Lead part of a warm up with prompting	Water Safety: Demonstrate water confidence poolside and perform self-rescue techniques
Year 7 Embedding skills	Moderate to vigorous physical activity: Increase HR intensity to perform in MVPA	Recall and apply a breadth of skills and techniques with precision and control.	Preventative and proactive decision making: Consistently make effective decisions with success	Sportspersonship: Consistently observe and respect the rights of others to learn in physical education	Pupils as motivators: Support others sincerely to be successful by encouraging them	Describe the role of hydration in PE and exercise
Year 8	Situational fitness: Work at different intensities to meet the demands of an activity	Recall and apply a breadth of skills and techniques with precision, control and fluency	Planning performance: Perform to a pre-planned tactical play	Developing trust: Empower and include others - create trust in team/group performances	Successful leaders: Act on given basic instructions and resources to successfully lead/instruct small group	Lifestyle, performance and PE: Evaluate how hydration levels change during PE and exercises
Year 9	Components of Fitness: Explain how the components of fitness underpin performances and apply them with precision, fluency and control	Developing technical expertise: Perform complex sequenced techniques with precision, fluency and control	Planning performance intent: Use a sequence of tactical plans to overcome an opponent	Peer coaching (and assessment): Coach team mates to perform to a pre-planned tactical play	'Captaincy': Evaluate the performance of a team and provide a strategy to improve	Lifestyle, performance and PE: Describe the role of good nutrition in preparing for performance in PE
Year 10	Cardiovascular fitness: Exercise within different thresholds of training	Mastering technical expertise: Expertly perform complex skills with precision fluency and control successfully	Plan, apply and evaluate tactical plans to successfully overcome an opponent in groups	Evaluative performers: Explain how their role – successfully applied – contributes toward supporting team mates	Independent leaders: Lead a three-phase warm up	Health-related components of fitness: Describe the relationship between the health-related components of fitness and performance/lifestyle to remain health
Year 11	Purposeful performance: Participate in a sequenced series of individualised activities to bring about physical adaptations or perform a choreographed routine	Use hazardous apparatus (e.g. free weights) independently, safely and correctly	Diagnostic learning: Plan, apply and evaluate a training plan to improve health and fitness	Learning as mentors: Support others to achieve individualised health, fitness or performance goals	Learning as trainers and instructors: Plan and instruct others how to perform safely and guide them to improve performance	Prepared for lifelong learning: Plan, apply and evaluate their own and others' individualised training activities independently

Implementation – Content



Article 13: Your right to have information.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
EYFS	Locomotive Skills Aesthetic based activities (Dance)	Throwing and catching Aesthetic based activities (Gymnastics)	Striking and fielding Locomotive Skills	Throwing and catching Throwing and catching	Striking and fielding Aesthetic based activities (Dance)	Team building games Locomotive Skills
Year 1	Throwing and catching Aesthetic based activities (Gymnastics)	Invasion Games (Football) Locomotive Skills	Invasion Games (Hockey) Locomotive Skills	Striking and fielding (Cricket) Aesthetic based activities (Gymnastics)	OAA Locomotive Skills	OAA (Team Building) Athletics
Year 2	Striking and fielding (Football) Throwing and catching	Striking and fielding (Tennis) Locomotive Skills	Throwing and catching Dance	Throwing and catching (Tag Rugby) Throwing and catching (Basketball)	OAA (Problem Solving) Throwing and catching (Netball)	OAA Athletics
Year 3	Tag Rugby Gymnastics	Tennis Dance	Hockey Gymnastics	Cricket Circuit training	OAA Indoor Athletics	OAA Indoor football
Year 4	Football Gymnastics	Tennis Dance	Rounders Basketball	Cricket Tag Rugby	Athletics Netball	Hockey Circuit training
Year 5	Athletics Circuit training	Tennis Netball	Hockey Football	Cricket Dance	OAA (Bouldering) Basketball	Rounders Gymnastics
Year 6	Football Gymnastics Swimming	Athletics Tennis Swimming	Hockey Basketball Swimming	Football Dance Swimming	OAA (Bouldering) Cricket Swimming	Rounders Netball Swimming
Year 7	Netball Rugby	Indoor athletics Netball	Health and fitness Indoor Athletics	Basketball Football	OAA (Team Building) Cricket	Rounders Gymnastics
Year 8	Netball Rugby	Indoor athletics Netball	Health and fitness Indoor Athletics	Basketball Football	Cricket OAA (Orienteering/ Journeying)	Rounders Gymnastics
Year 9	Netball Rugby	Indoor athletics Netball	Badminton	Volleyball	OAA Cricket	Rounders Gymnastics/ Parkour
Year 10	Dodgeball	Netball	Football	Health and fitness	Athletics	Rounders
Year 11	Dodgeball	Health and fitness	Netball	Football	Athletics	Rounders

Implementation – GCSE Physical Education (Edexcel)

Component title	Content Overview
<p>Fitness and body systems</p> <p>36%</p> <p>1 hour and forty five minutes written paper</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Applied anatomy and physiology <input type="checkbox"/> Movement analysis <input type="checkbox"/> Physical training <input type="checkbox"/> Use of data
<p>Health and performance</p> <p>24%</p> <p>1 hour and 15 minutes written paper</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Health, fitness and well being <input type="checkbox"/> Sport psychology <input type="checkbox"/> Socio-cultural influences <input type="checkbox"/> Use of data
<p>Practical performance</p> <p>30%</p> <p>Practical assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> One team activity <input type="checkbox"/> One individual activity <input type="checkbox"/> One free choice of activity <input type="checkbox"/> Skills in isolation <input type="checkbox"/> Skills in a competitive situation
<p>Personal exercise programme</p> <p>10%</p> <p>Coursework assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Aim and planning analysis <input type="checkbox"/> Carrying out and monitoring the programme <input type="checkbox"/> Evaluation of the programme

Implementation – A-Level Physical Education (Edexcel)

Component Title	Content Overview
<p>Scientific Principles of Physical Education</p> <p>40%</p> <p>2 hours and 30 minutes written exam</p>	<p>You will develop your understanding of the anatomical/structural and physiological/functional roles performed in the identified systems of the body. You will cover how different stresses/type of exercise will bring about both acute responses and chronic adaptations. The principles of Newton's Three Laws of Motion—force, centre of mass and stability—will also be covered and are essential to your understanding of how sporting technique can be improved.</p>
<p>Psychological and Social Principles of Physical Education</p> <p>30%</p> <p>2 hour written exam</p>	<p>You will develop your understanding of the importance of diet and nutrition pre-, during and post-physical activity. You will study fatigue and recovery, which will build from their knowledge of energy systems. You will gain an understanding of how to apply knowledge to improve performance. You will also learn how to prevent and rehabilitate from injury.</p>
<p>Practical Performance</p> <p>15%</p> <p>Centre assessed practical exam (externally moderated)</p>	<p>You will be required to show an understanding of the nature and development of skills in sport. This understanding could be enhanced and developed through applied practical experiences in the role of either coach and/or performer.</p> <p>You will be expected to be able to relate knowledge of practices, feedback and guidance to practical performance situations. You will develop an understanding of how quantitative data can be generated in appropriate areas of skill acquisition.</p>
<p>Performance Analysis and Performance Development Programme</p> <p>15%</p> <p>Centre assessed coursework (externally moderated)</p> <p>3500 words</p>	<p>You will develop an understanding of the role that sports psychology has in facilitating optimal sporting performance of an individual athlete, sports teams and individuals in the teams.</p> <p>You will look at the theories and then apply the different interpretation of each to the different situations and scenarios identified.</p>

Impact

Teacher questioning about and after all explanations, using techniques to ensure that all pupils are included in the questioning, allows the teacher to assess the level of understanding of their teaching. This allows future explanations to be planned during lessons. This keeps pupils at the point of learning.

Teacher guiding of first practise supports pupils with new knowledge and skills when they first use it and ensures that misconceptions are immediately rectified. Pupils are targeted for guiding based on the assessment information gleaned from lesson questioning and distance feedback.

Learning tasks are differentiated so that pupils focus on their precise next steps and practise what they most need to practise. Distance feedback, questioning and guiding allows the teacher to glean the assessment information necessary to plan this.

Teachers track and monitor the development of skills and plan future learning accordingly.

Secondary section teachers complete class feedback logs to provide distance feedback. These identify individual, group and whole class misconceptions which are used to plan the next lesson's explanations, questioning, next steps and guided group.

Questioning, live tweaks to explanations, teacher guiding, a focus on next steps and class feedback logs all ensure that any knowledge or skill gaps are immediately closed so that pupils have the key information needed for subsequent learning, lessons and examinations.

Year 10, Year 11 and in the Sixth Form, pupils complete an assessment or examination each half term. These assessments match final examination criteria and generate working at grades for the pupils for that particular content. This assessment, combined with ongoing teacher assessment and professional judgement is used to generate half termly predicted grades. Predicted grades are the Physical Education department's judgement as to the grades pupils are most likely to achieve in the final GCSE and A-level examinations, predicted grades will take into account assessments and exams students have taken along with non-examined assessment such as practical performances and coursework.