

Muscliff Primary School



Physical Education, School Sport & Physical Activity Policy

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Updated March 2023

Rationale

'At Muscliff Primary School we pride ourselves on providing a high-quality Physical Education curriculum that inspires every child to succeed; promoting excellence and equality for all. We believe that all children should leave primary school physically literate, with a memorable experience of playing, leading and competing in a range of challenging and enjoyable active opportunities; developing sporting values, friendship and a life-long passion for physical activity and sport.'

Curriculum Intent

Our intent is to create a culture where high quality teaching and learning of PE and Sport inspires every child to participate in physical activity, learn and achieve with confidence and develop a passion for life-long activity.

The approach to our PE curriculum encourages children to discover interests and talents through experiencing a range of physical activities. Specific sports are frequently revisited, providing children with opportunities to build upon previously learnt skills and progress their ability further. Linking closely to our core values of Aspiration and Resilience, competition features regularly within the curriculum where children learn to respect the rules, develop teamwork and display skills such as fair play and good sportsmanship.

Believing that Physical Education can be a tool to drive the personal development of all pupils as well as an opportunity to raise standards of achievement, we have carefully designed our curriculum so that children recognise and understand, beyond the physical aspect, the benefits of leading healthy lifestyles. Embedded within the curriculum are opportunities for children to reflect upon their physical, mental and social well-being and the role that being active has to play. Furthermore, children are encouraged to take up leadership and coaching roles within lessons, developing their character and preparing them for their lives ahead as they become citizens of our community.

Updated May 2022

Primary PE & Sports Premium Funding



Department
for Education

We are thrilled to be able to use this Government funding to inspire all our children, regardless of ability, and provide a lasting, sustainable and positive effect on PE and Sport within school and our community. We strongly believe in the health, social and emotional benefits of high-quality Sport and PE for all our children and believe the enhanced provision and enriched PE and sport programme that the Sports Premium funding is helping us provide will ensure maximum impact on learning both in and beyond the school environment.

To achieve self-sustaining improvement in the quality of PE and sport in primary schools which will live on well beyond the Primary PE and Sport Premium funding, it is expected that Muscliff Primary School will see an improvement against the 5 key indicators. We use these key indicators as our aims for inspiring to achieve an outstanding PE curriculum.

Key Indicator 1

To increase confidence, knowledge and skills of all staff in teaching PE and sport.

- Use Complete PE as a platform for planning lessons and receiving training.
- Provide practical CPD opportunities for teachers in a range of sports and activities during PE lessons, delivered by specialist coaches.
- Attend courses to develop the PE leaders.

Key Indicator 2

To raise engagement of all pupils in regular physical activity.

- Maximise opportunities for 2 hours of PE every week.
- Detail coverage of a range of sports and activities using curriculum mapping.
- Show progression of skills through progression mapping.
- Strive for every child to achieve end of KS2 swimming objectives through curriculum swimming opportunities as well as Booster lessons.
- Differentiate activities for lower and higher attainers through regular assessment.
- Use 'Stormbreaks' to encourage movement breaks in the classroom where children also develop social and emotional skills.
- Invest in playtime provision that ensures children are active.
- Provide daily active games at play times delivered by Sports Leaders.
- Promote healthy living through schemes such as Walk to School and Bikeability courses.

Key Indicator 3

To raise the profile of PE and sport is raised across the school as a tool for whole school improvement.

- Provide opportunities within PE for children to develop and recognise personal attributes in line with our school values: aspiration, curiosity, kindness, resilience and responsibility.
- Provide opportunities within PE for all children to take on leadership, coaching and officiating roles.
- Ensure exit routes into the community are available for children via school-clubs links.
- Celebrate sporting participation and success in assemblies, on display boards, in newsletters, on the school website and on social media.
- Retain and recruit Sports Leaders to promote school-wide initiatives.
- Promote sporting events including the World Cup and Wimbledon.

Key Indicator 4

To provide a broader experience of a range of sports and physical activities offered to all pupils.

- Offer a range of school clubs: before, during and after school.
- Track to ensure that Pupil Premium, SEN and BAME pupils are equally proportionate in attendance at clubs.
- Seek and respond to children's views on club provision.
- Offer taster sessions to all through 'Engagement Days'.
- Develop links with local schools and institutions including local secondary schools and Bournemouth University.

Key Indicator 5

To increase participation in competitive sport.

- Provide regular and healthy competition in PE lessons.
- Embed Muscliff's Inter-House competitions encouraging every child to participate.
- Compete in numerous external events as part of the School Games.
- Participate in numerous 'Can-Do' external events aimed at children with additional needs and/or low self-esteem.
- Retain the School Games Platinum Mark Award, which was first presented to us in the 2021/22 academic year.



N.B. Primary PE & Sports Premium reports can be found on our school website.

The PE Curriculum

Complete PE

At Muscliff, we use an online resource, Complete PE, to support with planning lessons and making assessments. Our PE curriculum map (appendix 1) has been designed by us, based on the needs of our school and children, and is therefore unique to Muscliff. Meeting our 'Intention' in PE, the high-quality plans show a clear progression through the primary years and provide numerous opportunities for children to develop important personal qualities. Please see below for more details.



Lessons plans are taken directly from Complete PE (example in appendix 2) but are adapted to meet the needs of the children. Using Complete PE flexibly, it may be appropriate on occasion for teachers to combine lessons, to spread a single lesson out over two lessons or to use material from different year groups. Teachers are encouraged to do this to meet the needs of their class. Whilst the resource suggests ways to differentiate activities for children who are working above or below expectations, teachers may also wish to use their own knowledge and expertise to do this.

To show how skills progress from EYFS through to Upper Key Stage 2, Complete PE provide Progression of Skills for each unit. These can be found on the PE Curriculum page of our school website. Appendix 3 shows an example of a learning pathway for Hands Ball Skills into Basketball and includes physical skills as well as how the units support the development of the whole child.

External Coaches



At Muscliff, we build relationships with local providers allowing specialist coaches to come and teach short sequences of PE lessons whilst providing teachers with CPD opportunities. Children and teaching staff across school benefit from expert advice, seeing how physical skills are developed alongside key personal skills. Furthermore, using these networks, it is fantastic to see children transition sporting interests from school into the local community by joining clubs and teams.

Recent established links include AFC Bournemouth Community Sports Trust, FuZe8 Dance Company, Dorset Cricket, Head over Heels Gymnastics, Premier Education (ball skills, dance, netball), BH Live Swimming and Tennis Bound.

Inclusion and Equal Opportunities

All children are entitled to participate in the PE curriculum regardless of ethnicity, gender, religion or special educational need. At Muscliff Primary School, we feel that it is essential that all children's efforts are valued and supported in a safe and secure environment. As a school, we strive to ensure sporting achievement is possible for all children.

Assessment

Summative assessments in PE are made through an end of unit teacher judgement via the online scheme, Complete PE. The judgement generates a short statement summarising how the child has got on throughout the unit including comments on their physical and personal attributes. Statements can be edited for individual children should teachers feel necessary.

Formative assessment is an essential and integral part of P.E. Key questions are provided on lesson plans which enable teaching staff to make assessments based on a child's understanding. Through observations, teachers provide verbal feedback that aims to improve children's performance of a skill or a personal attribute. Children will also learn how to give feedback to each other.

Resources

- PE facilities include: hall, studio, playground, MUGA, astro pitch and field.
- The hall contains good quality gymnastics apparatus including fixed climbing frames and a variety of moveable and hook-on pieces.
- Playground and MUGA markings for netball, basketball, hockey and football remain all year round. Playground game markings are also available for play times or alternative games in PE.
- Athletics track markings are put down on the astro pitch & field in the summer term.
- Children and staff have access to a range of well-organised and appropriate resources for indoor and outdoor PE (appendix 4).
- Any additional or replacement equipment needed for PE must be discussed with the PE coordinator, who has control of the budget, prior to purchase.
- Children should be taught to use resources/equipment appropriately and safely.

Risk Assessment and Safety

Risk assessments are a legal requirement under the 'Management of Health and Safety at Work Regulations 1992' and is largely a process of logic, common sense and sound planning. It should be applied to any activity that forms part of the PE programme. Once a 'hazard' has been identified, the risk control means that precautions should be implemented which minimises or prevents harm. Regular checks should be made by all teachers as well as ongoing risk assessments, annual safety checks and repairs. Teachers should check equipment and apparatus as it is being taken out and used in every lesson. If a significant hazard has been identified, it should be immediately taken out of use and reported to the PE coordinator.

Lifting and Carrying

Teachers should follow the school's main policy for lifting and carrying when moving or lifting equipment and apparatus.

First Aid

All teachers are aware of designated first aiders within school. A first aider must be present if children are taken off site to play or compete in physical activity.

PE Kit

Muscliff Primary School expect all children to change into PE kit for PE. From an early age getting changed independently and understanding the health, fitness and safety aspects within Physical Education is a priority and one of the first elements we teach reception children. PE kits consist of:

- Plain t-shirt of their house colour
- Navy blue shorts/trousers (weather and activity area dependent)
- Navy blue jumper or Muscliff Primary School jumper (if cold)
- Plimsolls/trainers (dependent on activity)



Jewellery

Children are required to remove jewellery items such as earrings and watches etc for PE. Items such as earrings that the child is unable to remove should be covered by surgical tape. Long hair should be tied back.

Children without PE Kit

In the event of a child not having their PE kit, the child will still take part in PE. Teachers should try where possible to keep spare PE clothes to ensure all children can participate in PE kit. If not having PE kit becomes a regular occurrence, parents should be contacted.

Teachers

All teachers set an outstanding example by wearing appropriate clothing when teaching PE. This includes Muscliff Primary School polo shirts and hoodies, dark trousers/shorts and trainers.

PE Website

Please visit the PE pages on the school website for more information on:

- Sports News
- Extra-curricular Clubs
- PE Curriculum
- Inter-House Competitions
- School Games Award
- Primary PE & Sports Premium

www.muscliffprimary.co.uk/physical-education/

Evaluation

The policy will be evaluated in line with the school's review policy. Evaluation will include the effectiveness, ease of implementation, resourcing issues, identifying any amendments needed and additions required to the policy as a result of legislation or other changes in the PE curriculum.

Governors

Governors will play a key role in the monitoring and evaluating of policy and the implementation of PE across the whole school. The Senior Management Team and the PE coordinator will keep governors informed of the implementation and changes in policy and changes in legislation and curriculum.

APPENDIX 1: Curriculum Map

EYFS & KS1 Overview

Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reception	Locomotion: Walking	Gymnastics: High, Low, Over, Under	Locomotion: Jumping	Gymnastics: Moving	Ball Skills Hands 1	Dance Nursery Rhymes	Ball Skills Hands 2	Dance Dinosaurs	Ball Skills Feet	Dance Ourselves	Games For Understanding	
Year 1	Locomotion: Jumping & Running	Gymnastics Body Parts	Ball Skills Feet	Gymnastics: Wide, Narrow, Curled	Ball Skills Hands 1	Dance: Growing	Ball Skills Hands 2	Dance: Heroes & The Zoo	Health and Wellbeing	Racquets, Bats & Balls	Team Building + Sports Day Practise	Games For Understanding
Year 2	Locomotion: Dodging & Jumping	Dance: Water	Ball Skills Hands 1	Health and Wellbeing	Ball Skills Feet	Dance: Explorers & Mr Candys Sweet Factory	Ball Skills Hands 2	Games For Understanding	Gymnastics: Linking	Team Building + Sports Day Practise	Gymnastics Pathways	Racquets, Bats & Balls

KS2 Overview

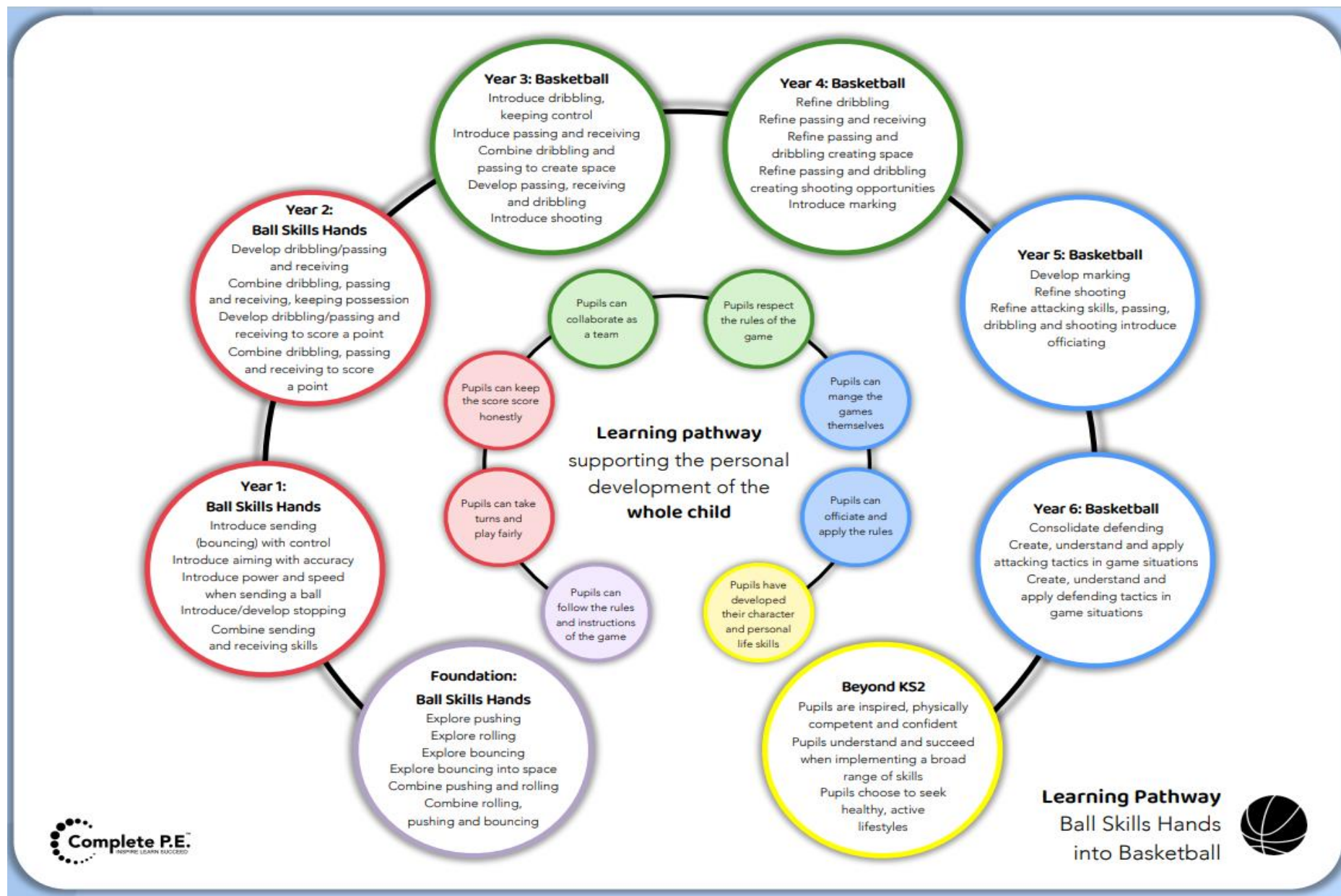
Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 3	Invasion Netball	Dance Wild Animals & Weather	Invasion: Dodgeball	Health Related Exercise: Mindfulness	Invasion: Hockey	Athletics	Gymnastics Symmetry & Asymmetry	Inclusive: Boccia	OAA: Communication	Striking & Fielding Rounders	Athletics: Sports Day Prep & Kickball	Net / Wall Tennis
Year 4	Gymnastics Bridges	Invasion: Basketball	Health Related Exercise: Mindfulness	Invasion: Tag-Rugby	Swimming	Invasion: Football	Athletics	OAA: Problem Solving	Dance Cats	Striking & Fielding Cricket	Athletics: Throwing & Jumping, Sports Day Prep	Net / Wall Tennis
Year 5	Invasion: Netball	Dance: Greeks & Space	Booster Swimming / Dodgeball	Health Related Exercise	Invasion: Hockey	Athletics	Inclusive: Boccia	OAA: Orienteering	Gymnastics: Symmetry & Asymmetry Gymnastics: Balance and Counter Tension	Striking & Fielding Rounders & Kickball	Athletics: Running & Sports Day Prep	Net / Wall Badminton
Year 6	Invasion Football	Health Related Exercise	Invasion: Handball	Dance: Titanic & WW2	Gymnastics Matching & Mirroring	Invasion: Basketball	Athletics	Invasion: Tag-Rugby	Net / Wall Badminton	Athletics: Competition & Sports Day Prep	OAA: Leadership	Striking & Fielding Cricket

APPENDIX 2: Complete PE Lesson Plan Example



Year3 : Games : Invasion : Basketball : SSL4			
Develop passing, moving and dribbling			
Learning Objectives & Intentions	Key Questions	Context & Structure	Success Criteria
The focus of the learning is to develop passing, moving and dribbling building up into mini games where pupils explore the transition between attack and defence.	How can we win a game of basketball? How can we create space when being marked by a defender? How can we combine passing and dribbling to create space? What is the, "triple threat," concept? The triple threat involves a player asking themselves; can I shoot, if not can I pass, if not can I dribble before making and applying a skill? When do we dribble or pass, what will affect your decision? Describe the different ways we can pass in basketball and when these should be applied. What is the consequence in a game of an inaccurate pass? When we have possession of the ball what is our role? How can we win the ball back if we lose possession? Why do we need to do to win the ball back?	Show What You Know (Warm Up): Possession Games Re-visit possession games. Recap triple threat concept. When is this applied during a game? Pupils start at an appropriate point based on their learning 5v1 or 4v2. Ability set the groups to add appropriate challenge and pace.  Invasion Games 5 Fives For further support on developing learning around keeping possession. Endzone Basketball (3v3) Pupils apply their developing knowledge and understanding of passing, moving and dribbling with a clear objective to focus on. The aim of the game for the attacking team is to pass to a member of their team inside the endzone. The endzone player is not a fixed player, attackers should move into the endzone to receive the ball to score. Defenders are not allowed in the endzone. Allow dribbling only when they enter the opposition's half.  Invasion Games 7 Find that space For additional ideas to support learning to keep possession, moving the ball away from a defending team.	(P) In teams are pupils able to pass around the defender to keep possession? (P) Can pupils apply an understanding of passing and moving to score points against another team? (P&C) Do pupils demonstrate physically and cognitively that they understand where we pass or dribble a ball and why? (C) Do pupils understand the difference between attack and defence? Evaluation (S) Can pupils collaborate successfully? Cooperation (W) Are pupils succeeding and enjoying keeping possession? Self Motivation
	Pupil Observations and Assessment		(P) Are pupils able to pass and move accurately and consistently? (P) Do pupils switch fluidly between attacking and defending as possession changes? (S) Can pupils include their team members ensuring everybody has the opportunity to take part? Trust (W) Can pupils keep focus even when they are finding it challenging to keep the ball under control? Self Belief
KS1	Lower KS2	Upper KS2	Beyond KS2

APPENDIX 3: Complete PE Learning Pathway Example



APPENDIX 4: Equipment Inventory

Indoor Cupboard	Outdoor Cupboard	
Soft play - range of soft equipment and mats Trampet Octagonal Bench Low balance beams x 2 3 different sized benches Skipping ropes Cones Spots Velcro pads and balls Sponge rugby balls Dance mats Plastic balance beams Soft mats x 2 holders Speed bounce mats Bounce speed boards Wobble boards	Size 3 football bag and balls Size 4 football bag and balls Basketball bag and balls Uni hockey sticks Wooden hockey sticks Yellow sponge balls Multi coloured balls Plastic balls Hurdles Netballs Sack for sack races Foam Javelin Plastic hurdles SAQ ladders Relay batons Skipping ropes Quoits Tag rugby belts	Rounders bats Wooden bats Cones Large cones Spots Kwik Cricket bats Kwik Cricket balls Kwik Cricket stumps Tri Golf set x 3 bags Tennis racket x3 bags Tennis pop up nets x 5 Tennis ball buckets x 3 Rugby balls Wave boards Wave board pads Wave board helmets Gazebos