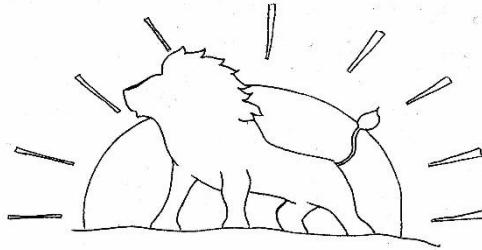


Physical Education Policy

Northwick Park MAT



Northwick Park Primary and Nursery

We Take Pride



...working together



William Read Primary and Nursery

Approved by: LGBs

Date: July 2025

Next Review Date: July 2028

Northwick Park Multi Academy Trust

PE Policy

This policy outlines the teaching, organisation and management of PE taught and learnt at Northwick Park Multi Academy Trust.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. This policy follows the guidance of the PE National Curriculum 2014.

The Intent, Implementation and Impact of our PE Curriculum

PE at Northwick Park MAT aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and for their future. Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved.

Intent

At Northwick Park MAT, we aim to give every pupil a fair opportunity to access the components of our PE curriculum in order to reach the following objectives:

- Children to leave with a positive relationship with physical health, activity and personal wellbeing that will positively impact on their future.
- Children to use physical education to develop their understanding of competition, including: fair play, sportsmanship, team work, passion and playing within the rules to embed life-long values.
- Children to have thorough knowledge of the basic skills needed to access specific sports.
- Children to use physical education to develop themselves as a whole person - mentally, personally, physically and socially.

PE provides pupils with the opportunity to learn how to be successful participants in physical activity. It allows pupils to understand what physical activity looks and feels like and how with practice they can improve their skills sets to reach high quality outcomes. Year 3 and 4 pupils will begin to experience a range of gymnastics, dance and games activities. They will be able to demonstrate basic movements and begin to link skills together to work towards an intended outcome. They will start to understand the requirements of working within different group dynamics. By the time pupils reach years 5 and 6 they will have a deep and varied PE experience. They will be able to call upon an extensive range of skills and link these together to perform more complex movements and tasks. They will have the confidence to work well within a variety of group dynamics and apply tactical and strategical thinking in a range of contexts under pressure. Pupils will be able to evaluate their own performance and that of others.

We offer a wide range of sports and physical activities out of school hours so that all children can discover something physically active that they will enjoy and we will work with local clubs to provide opportunities to continue developing in a local club setting.

We aim to challenge and support each child to reach their full potential and to develop a desire for lifelong participation in physical activity or competitive sport.

Implementation

At Northwick Park MAT there are 2 hours of timetabled lessons each week for years 1 to 6 and 45 minutes for EYFS (plus additional outdoor learning time), allowing them to develop themselves as a whole person, build a sound knowledge of basic skills and a positive relationship with physical health. Each KS2 class also has a timetabled slot for walk a mile once a week for 20 minutes.

All staff have access to lessons and resources through the GetSet4PE scheme. Many also make use of YouTube and other PE websites to support them with their lessons as it allows them to show demonstrations of skills or routines to base their lessons on. Hall space and outside space are timetabled in order to give each class an opportunity to access PE lessons. We have also developed a curriculum map to guide teachers throughout the year and ensure variety and progression across the year groups.

Lessons are planned to cover the National Curriculum themes of athletics, dance, gymnastics, OAA and games (net and wall, invasion and striking and fielding). The curriculum considers the importance of both the breadth and depth of learning. Class teachers are supported with the nationally recognised PE resources from GetSet4PE that provide extensive teaching and learning materials to build teaching confidence.

Lessons begin with a quick starter/warm-up to engage and focus pupils. They then work through a range of progressive activities around a theme or intended learning outcome. There are opportunities to extend and challenge individual pupils and provide support for others. Lessons may be taught in isolation or linked over a number of weeks. A game, performance or task may be the focal point and can be revisited to allow skills to be refined and developed.

We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being.

Impact

Our curriculum aims to improve the wellbeing and fitness of all children at Northwick Park MAT, in a positive and engaging environment, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of your own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills, demonstrate confidence, try new things and take risks in order to live happy and healthy lives.

Subject content

EYFS

We encourage the physical development of our children in Reception as an integral part of their work. As the Reception classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

Physical development within the Early Years Foundation Stage framework is one of three prime areas for learning with a focus on developing children's fine and gross motor skills.

By the end of their Reception year, the children will have had the opportunity to develop their fundamental skills, enabling them to engage with future PE sessions as they move through the key stages. They will have been taught how to negotiate space and obstacles safely and show consideration for themselves and others. They will have had the opportunity to develop their strength, coordination, balance and agility through a combination of PE lessons and own learning time. They will have been taught skills such as throwing and catching, running, jumping, dancing, hopping, skipping and climbing and will have been encouraged to use these skills in team games of their own design.

There is also a focus on developing each child's fine motor skills to enable them to use one handed tools independently. Designated teaching time is provided for each child to support them with using simple classroom tools such as pencils, scissors and paintbrushes. Their skills are developed throughout their time in the EYFS.

A key role within the EYFS framework is to develop the overall health and wellbeing of each child and support them to manage the school day successfully. Each child is encouraged to discuss what makes them healthy and happy. This includes healthy food choices, promoting physical and active interests, teaching the importance of limiting screen time and encouraging a good relationship with sleep. Children are encouraged to have good personal hygiene, including hand washing, to ensure they develop an awareness of how to stay healthy and are encouraged to be as independent as possible in regards to getting dressed and/or changed.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. In Reception, the children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a PE lesson once a week.

Key stage 1

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 cooperative 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

Key stage 2

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

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- 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

This is provided to children in Year 4 (and in some cases continues in Year 5 and 6, dependent on whether they have achieved the National requirements, therefore booster sessions shall be allocated).

Our approach to PE

- We have adopted a commercial primary PE scheme, which is adapted to our circumstances.
- We use ICT widely in PE to support with music, routines and observing sporting role models.
- We use the school's intranet to share PE resources.
- Other resources including video resources; music and clips have been networked for interactive-whiteboard use.
- We actively teach PE skills, and reinforce learning with selected sports opportunities.
- We encourage children to ask and answer their own questions as far as possible.
- We use cross-curricular links to PE with, for example, science units – links to health and parts of the body, history units – year 6 do a Lindy Hop dance.
- We develop PE informally through health week, school visits, parent meetings and other out-of-school activities.
- We have PE displays around the school displaying key vocabulary and photographic evidence of work covered.

Adaptive Teaching (including more able/SEND)

Adaptive teaching in Physical Education is achieved through different learning situations. Units of work and flexible lesson planning cater for pupils who are at different stages of development. Staff concentrate on a variety of teaching styles to develop learning

experiences and equipment and resources are used to provide opportunities for the pupils to progress at their own level.

At Northwick Park MAT we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In PE the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils

Gym trail supports children with additional physical needs, e.g. – core strength, balance or movement concerns. It is available for children from the Early Years Foundation stage to Year 6 and is carried out by specially trained LSAs.

Adapted equipment of differing weights, sizes and shapes are used as appropriate to pupils' levels of skill, experience and confidence. Task cards, posters, videos, digital cameras and iPads are also used to assist pupils in teaching and learning. Higher ability pupils should also be given the opportunity to coach, lead and/or officiate in activities in which their strengths lie. The SENCo and PE Subject Leaders jointly advise teachers on the support which can be provided for individual children with particular educational needs, including more able pupils.

We challenge our more able pupils through a variety of different ways e.g.:

- Schemes of work encourage the use of differentiated tasks and provide some lesson ideas
- Open ended tasks allowing more advanced skills / tactics to be developed
- Greater pressure placed on the individual pupil in practice and games situations, e.g. 3v1, skills to be performed at a quicker pace or in a more confined area
- Pupils encouraged to play a leadership / coaching role in decision making, team organisation, planning tactics and strategies, evaluating strengths and weaknesses, conducting sport warm ups and cool downs
- Pupils encouraged to take on an officiating role either within the game or in the practices. This should be taken on in activities of the students choosing or in areas in which they feel comfortable.
- Pupil encouraged to attend extra-curricular clubs, team practices, out of school clubs, county and national trials etc.

Equal opportunities in PE

PE is taught within the guidelines of the school's equal-opportunities policy.

- We ensure that all our children have the opportunity to gain PE knowledge and understanding regardless of gender, race, class, physical or intellectual ability.
- Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- We aim to teach PE in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We draw examples from other cultures, recognising that simple technology may be superior to complex solutions.
- We value PE as a vehicle for the development of language skills, and we encourage our children to talk constructively about their PE experiences.
- In our teaching, PE is closely linked with literacy and mathematics.
- We recognise the particular importance of first-hand experience for motivating children with learning difficulties.
- We recognise that PE may strongly engage our gifted and talented children, and we aim to challenge and extend them.
- We exploit PE's special contribution to children's developing creativity.

Assessment and recording in PE

We use assessment to inform and develop our teaching.

- Topics commonly begin with an assessment of what children already know and the end of each unit is assessed against assessment criteria from the GetSet4PE scheme.
- We assess for learning (AfL). Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve. Activities during, and at the end of each topic note achievements and celebrate success.
- The PE subject leaders monitor standards of the children's skills from teacher's end of unit assessments, the quality of teaching and sample teacher's planning, children's photographs/videos of skill progression and details of pupil interviews. The PE subject leaders support teachers and give the Head teacher an annual action plan in which they evaluate improvement plans and indicate areas for further improvements.
- Children identified as exceeding expectations are sent a postcard home to their parents to celebrate their success. This is carried out termly by the subject leaders.