

Brindley Heath Academy

PE Policy



1. Curriculum INTENT

“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 Purpose of study

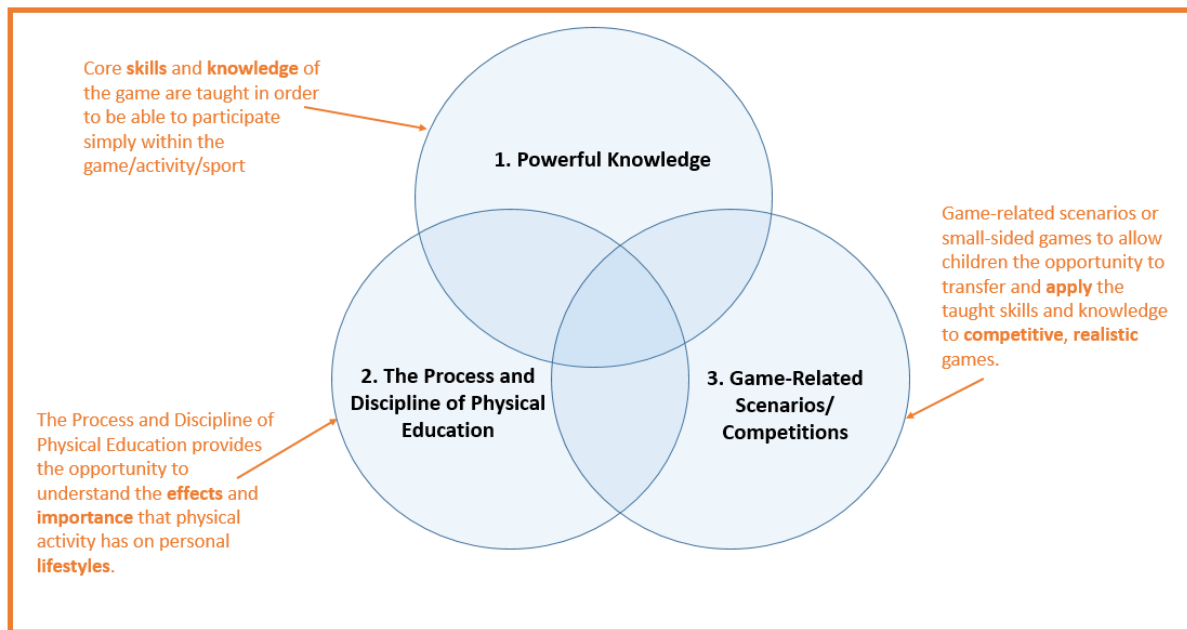
“The national curriculum for physical education aims to ensure that all pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and lead healthy, active lives.”

National Curriculum Aims

Brindley Heath Academy’s curriculum has been designed to:

- Ensure learners participate in a wide range of team sports that are inclusive to every participant, which follow the rules of the game and develop a high level understanding of the players’ roles and responsibilities within game-related scenarios - ***be respectful.***
- Develop a desire to succeed and enable learners to be analytical within competitive activities and sports - ***be aspirational.***
- Empower learners to evaluate games in order to develop their knowledge, improve their skills and become even more successful in future games - ***be resilient.***
- Equip learners with quality skills across a range of sports to participate in representing the school in external events and to confidently participate in school events - ***be proud.***
- Allow learners to express their knowledge and skills across any physical activity and to develop their knowledge of leading positive, healthy lifestyles - ***be you.***

2. Curriculum IMPLEMENTATION



Powerful Knowledge

- Teachers need to know and understand that the PE Curriculum has cohesive threads throughout, linking sports to others of a similar nature. We need to be able to make connections to prior and new learning. An example might be when the children are learning core skills that are required in Basketball, there are previously taught skills that can be drawn upon from Netball (throwing and catching, passing techniques and shooting) as well as teaching new skills like dribbling, taking on defenders.
- Core skills and knowledge of the game must be taught explicitly and when these skills are revisited in other sports, the importance of these skills is taught to deepen the learner's understanding e.g. running with the ball allows the athlete to move much more quickly but with less control and should therefore be used in open spaces of a pitch. In comparison, dribbling with the ball allows more control but at a slower pace, allowing the athlete to take on defenders.
- The basic rules of the game is taught so that the learner understand the relevance of the basic skills that are taught. Once the learner has a good understanding of the skills, they can be transferred and applied to the game itself using the knowledge of the core skills and rules.
- The curriculum is designed to ensure a wide range of sports are taught across each year with breadth and depth. Core skills are taught so that the learners have the opportunity to practice it in an isolated practice before then progressing into an activity that is similar to a moment in a game (by adding in a defender, the bowling of a ball, maintaining a rally). Sometimes, core skills may need to be practiced within a game-related moment, such as defending techniques.

- As with all subjects, teachers need to teach and use key and technical vocabulary. They need to be reinforced and returned to consistently over time, and used in sentences to ensure thorough understanding.
- There are opportunities to relate sports to relative competitions (for example the World Cup, the Olympics, Wimbledon) and these can be done at relative times during the year. This provides context and relevance for the children as well as building their interest and knowledge of the taught sports.
- Powerful knowledge is the backbone of the PE curriculum and it should be continuously built upon as children progress through school to develop their competence and confidence to participate in games.
- All children will be given the opportunity to learn core swimming skills in order to develop confidence in water and be able to swim at least 25 metres by the end of Year 6.
- The children taught skills will be taught often and repeatedly, within a period of study, within a year and across Key Stage 2. This will enable them to engage and understand the skill in sufficient depth. They become aware of how the skills are both similar and varied across sports (striking in Cricket and Tennis).

The Process and Discipline of Physical Education

- Throughout the curriculum, we as teachers should continuously reinforce the importance that physical activity has on people's lives. This can be done explicitly or woven throughout taught lessons.
- The children will also be taught throughout about the importance of a balanced and healthy diet but also the importance that nutrients have on athletes and everyday lives. By comparing a balanced diet to an athlete's diet, children should have a clear understanding of how they differ and why.
- During physical activity, children will be taught about basic muscle groups, their functions and the impact they have on an athlete. We as teachers should ensure that some of the key scientific language is used to drip-feed this through ("now, let's stretch the quadriceps" - during the warm up).
- The children will be taught how physical activity effects the body and the significance of the effects. This is done through the 'Daily Mile', by helping the children to understand why small amounts of exercise every day is needed. By doing this, the children should also be able to see and reflect on their own success (how much more they are able to run without stopping, how long it takes them to do part of the route, how it feels to run in comparison to when they began...).

Game-Related Scenarios and Competitions

- Game-related scenarios and competitions transfer the core skills into realistic and relative **problems**. This is where the learners begin to be athletes.
- These are moments within the lessons, in school events, sports clubs and external events.

- As teachers, we need the children to be able to see the relevance of the taught skills and allow lessons to progress to this point. Often, small-sided games will offer opportunities to address more than one skill as these are moments where the skills applied, allowing the prior taught skills to be readdressed when required. However, the small-sided games should be prepared so that the children are using these skills regularly. For example, if the taught skill was passing in Netball, a small-sided game of 3v3 might be set up so that the team's aim is to play into a scoring zone in order to win a point rather than trying to shoot into a hoop (as this skill may not have been taught yet).
- Game-related scenarios also provide children the opportunity to implement the rules of the game.
- In their final outcomes, children should return to the enquiry question and reach a final conclusion. This must be supported using evidence from their sources.
- Throughout their time learning the skills and applying them, children will regularly evaluate their practice in order to help them to improve and deepen their understanding. When children evaluate, they should make sure they are able to reflect on the successes of their technique and ways they might improve on it further. This provides opportunity for those who excel to articulate how the skills may be applied to different scenarios and how they may alter a team's tactics and strategy. For example, if the opponent in tennis has a strong forehand, then perhaps avoid playing to it and play to the opponent's backhand instead.
- During a small-sided game can also offer opportunities for children to analyse. The teacher should pause a game, with the children freezing in the exact spot they are in and we as teachers should then aid facilitate children's analysis of the game as they see it. Sometimes it can be difficult to analyse from within the game and therefore, opportunities should be created to allow this to happen. For example, if a game is being played in Cricket and the fielders are positioning themselves in one area of the pitch, the batter should perhaps think about a suitable area to aim to strike the ball in.

"...the focus on personal development has the potential to draw out the value and impact of high quality physical education (PE), particularly if it is embedded at the heart of school life."

afPE's CEO Sue Wilkinson MBE

3. Curriculum IMPACT

"Quality Physical Education ensures that students understand how exercise helps them to develop a healthy lifestyle, develop a variety of fundamental skills that help them to participate in a variety of physical activities and enjoy an active lifestyle."

Lee Schaefer

- Children should be able to demonstrate what they are learning in isolation and how this relates to their previous learning. For example, a Year 4 child might say, "We are

learning about freeze frames so that we can compose our own dance sequence. In Year 3, we learned about how dance movements can help express feelings and freeze frames is another way we can do this.”

- Children should be able to demonstrate the core skills they have learned within small-sided games and performances before being able to reflect effectively on their use of the skill.
- Children should be able to throw and catch a variety of equipment with accuracy and consistency, and demonstrate these skills in a variety of sports and activities.
- Children should be able to kick and strike a ball with precision using different techniques that have been taught and applied throughout different sports.
- Children should be able to compose sequences that can be performed with confidence, control, strength and flexibility using a range of movement patterns.
- By the end of Key Stage 2, children should be able to swim confidently and proficiently over a distance of at least 25 metres using a range of strokes. In addition to this, they should be able to perform a self-rescue in different water-based situations.
- Progress will be assessed through Pupil Voice, application within realistic scenarios, small-sided games and performances, learning walks and monitoring of planning.

Enriching the curriculum

- The children should participate in sporting events each year through Sports Days and other internal school events so that they can apply the taught skills and demonstrate their confidence.
- After-school sports clubs are offered to children throughout the week, all year around, to allow the children to participate in other sporting activities (such as dodgeball).
- On a daily basis, children will take part in a “Daily Mile Run” to aid the development of their stamina and physical well-being, where the children travel a carefully mapped out route at a speed that is competitive to their own self.
- Lunch clubs are offered for the children to participate in physical activity, which is led by an adult or qualified Sports Coach.
- Children should be taught about famous athletes and sports people in order for children to see the relevance of their learning, encourage participation and for the children to understand the importance of resilience.
- Well-planned and organised competitions provide the opportunity for children to excel by representing the school and competing against others in competitive scenarios.

Meeting the needs of all children

Learning is designed to allow all children to achieve to a high-level by tackling challenging enquiry questions, facilitated through varying levels of support, scaffold and stretch.

Strategies for support and scaffold:

- Use of differentiated equipment
- Performing the taught skill in isolation before a basic sequence
- Performing the taught skill in carefully planned and designed activities
- Providing clear keys to success to follow in order to perform the skill
- Pre-taught skills, knowledge and vocabulary
- Differentiated sized areas and distances to perform the skill in
- Smaller number of opposition to perform against

Strategies for stretch:

- Children to justify the decisions made during game-scenarios
- Children to evaluate their team's/individual performance
- Analyse their team/individual tactic and strategy against the opposition's
- Assess the reliability/suitability of chosen techniques and skills – what is it useful for? Why would you use it? When would you chose/avoid this skill?
- Comparing skills with one another and justifying their suitability
- Coach a team/peer with a skill in isolation or small-sided game
- Increase the number of opposition
- Decrease the amount of time/touches required before transitioning into another skill
- Decrease the size of the area to perform in