

The Florence Nightingale Academy



Physical Education Policy

PE Coordinator – Mrs Michelle Chauhan
and Mr Henry Sainsbury

The Florence Nightingale Academy
PE and School Sport Policy

Rationale:

Physical Education develops key physical skills and fundamentals such as agility, balance and coordination. At EYFS the curriculum links directly into the PSED and children develop gross motor skills which are essential to everyday life.

PE and sport have been proven to promote skills such as working as part of a team, develop social and communication skills, decision making and leadership skills which are needed not only across the curriculum but in everyday life. Children learn to play by rules and boundaries, are encouraged to take on leadership roles by coaching, leading, refereeing or scoring. They develop their self-confidence by performing their work to others. They are able to peer and self-assess performances and give feedback with reflection being an important factor. They try to improve and beat their 'Personal Best' and take part in competitive sport learning to show good sporting behaviour, fair play and how to deal with winning and losing.

Across the school, children are taught about how to lead a healthy lifestyle and encouraged to take part in a wide range of fun and engaging games, sports and activities in a hope that they will take part in activity outside of school.

Physical activity provides health benefits for children, including:

- *Providing important protection from developing coronary heart disease;*
- *A longer life with better managed weight, lower blood pressure and healthier cholesterol levels;*
- *Healthy growth and development of the cardio respiratory system as well as bones and muscles; and*
- *Mental and social health benefits including feelings of confidence, happiness and relaxation as well as an ability to sleep better.*

(http://www.nicurriculum.org.uk/docs/foundation_stage/areas_of_learning/physical_development/FMS_Intro_Booklet.pdf, 2015)

Sue Wilkinson (2013), AfPE (Association for Physical Education) strategic lead stated that:

“Where schools did have good PE provision, SATs results, attendance records and behaviour tended to improve.”

Aims:

As a school we aim to promote PE, sport and active living in a positive way and to ensure pupils have access to a varied and enjoyable PE and Sport curriculum. This includes:

Gymnastics, Dance, Games, OAA, Athletics, Health and Swimming in addition to a varied after school club and team program.

As part of the PE and Sport premium for primary schools, we aim to raise the standard of PE and Sport across the whole school.

Guidelines:

- To follow the National Curriculum for PE
- Provide opportunities for pupils to take part in competitive sport either within the school or against other schools
- To promote healthy living
- To provide cross curricula links between other subjects
- Meet the needs of all students

Expectations of Students:

- To wear the school PE kit and be prepared for lessons
- To remove all jewelry (religious items can be taped down)
- For younger children, medical reasons or for first time piercings (up to 6 weeks), earrings can be taped but tape must be provided from home (National Association of PE Guidelines)
- To show respect, team work and high effort
- To take part to the best of their ability

Role of the Teacher:

- To promote enthusiasm towards PE and sport
- To provide a positive role model to students
- To open minds and breakdown stereotypes regarding sport and PE
- Dress appropriately for the lesson in the school staff T shirt
- To ensure pupils wear the school PE kit (and monitor non-participation), remove jewelry

Objectives of PE lessons and curriculum:

To enable children to develop and explore physical skills with increasing control and coordination such as throwing, catching, jumping etc;

- To develop flexibility, strength, technique, control and balance;
- To encourage children to work and play with others in a range of group situations;
- To play competitive games, modified where appropriate and apply basic strategies related to the game;
- To show children how to improve the quality and control of their performance;
- To teach children to recognise and describe how their bodies feel during exercise;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To compare their performances with previous ones and demonstrate improvement to achieve their personal best;
- To provide specialist support where individual children have particular gifts or talents;
- To compare their performances with previous ones and demonstrate improvement to achieve their personal best;
- To provide children with the opportunity to try new sports and activities to expand their minds and interests.

Each year group undertakes 6 activity areas a year and these are taught in 1 hour weekly sessions for the half term that the topic is being taught. Year 5 take part in 10 weeks of swimming at Victoria Park Leisure Centre. In addition to this, all children have a 45 minute Commando Joe's slot in which they develop the RESPECT skills and are physically active. Active Brain Breaks are encouraged twice daily with activities such as yoga, fitness, dancing, Brain Gym etc. Outdoor practical learning is encouraged and is seen in Maths, Science, History, as well as other subjects.

KS2:

Children start to learn more about specific sports and are exposed to a variety of activity areas. They are encouraged to take charge of their own learning, explore their thinking about PE and understanding of key concepts and the importance of a healthy lifestyle.

This will be taught through a variety of activity areas including Invasion Games (Football, netball, basketball, rugby, tchoukball, handball); Striking & Fielding Games

(rounders & cricket); Team Games; Athletics; OAA (Outdoor Adventurous Activities) and Problem Solving; Health; Gymnastics and Dance, Inclusive Games.

Swimming:

Pupils in Year 5 will be given the opportunity to swim during a 10 week block. Pupils will be taught the following skills:

- Water confidence and safety
- Stroke development
- Personal survival

The expectation is that pupils should be able to swim at least 25m before they leave the school.

Pupils will require a full piece swim suit or shorts no longer than knee length. Goggles are permitted with written consent from parents/guardians.

KS1:

Pupils in KS1 will be taught essential physical and thinking skills through units such as Dance; Athletics; Team Games; Target Games; Striking & Fielding Games; Gymnastics and Health. We hope to build confidence in all physical skills and encourage children to start to think clearly about their learning in PE.

Foundation Stage:

Foundation Stage classes will follow the National Curriculum including 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. We encourage the children to develop confidence, control of the way they move, and care in the handling of equipment. Pupils are taught how to line-up, take turns and also develop their social skills. The opportunity is given to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills; both gross and fine motor. Areas covered include: Dance; running; jumping and throwing; ball skills and team games.

The PE Long Term Curriculum Plan can be found in Appendix A.

Commando Joe's:

All children take part in a weekly Commando Joe's lesson which targets OAA from the PE curriculum and develops the RESPECT skills of:

Resilience, Empathy, Self-awareness, Positivity, Excellence, Communication and Team Work.

Children work through the Commando Joe's scheme of work which is focused around inspirational figures who have overcome challenges in order to achieve. The sessions work on both physical and mental skills in order to achieve a challenge effectively with their peers.

Ballet:

Children in Year 1, Foundation Stage and SEND children access weekly ballet lessons as part of their PE curriculum, funded by the PE and School Sports Curriculum. This is to enable children to have specialist tuition from an external ballet teacher. Children wear ballet wear to all lessons and at the end of the term, perform in a special performance to parents and families. This allows are children to experience a totally new culture and activity, that most have never tried before.

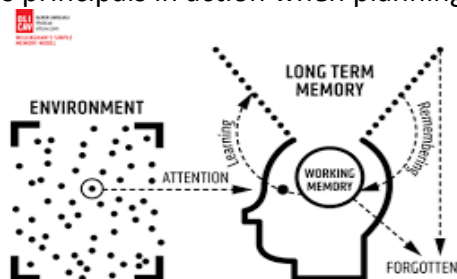
Cross Curricular Links:

PE is not a stand alone unit and many subjects, themes, skills, knowledge and key understandings are shared across the curriculum:

- Music – instruments and music used for dance and gymnastics.
- Numeracy – measurement, timing and recording results in areas such as athletics.
- Literacy – stories, fairy tales, poems used for stimuli for dance and movement; use of key words, starters and plenaries to develop vocabulary and understanding.
- PSHE – opportunities given for team work in all PE areas, specific Health units on social and emotional health, physical health, training and conflict resolution. (OAA, Problem Solving, Health) Encouraging pupils to make informed decisions and responsibility for their own health.
- RE – (Spiritual, moral, social and cultural development) looking at culture and history through dance, martial arts and music, use of festivals such as Chinese New Year, Diwali and Christmas as a stimuli for dance and movement composition.
- ICT – pupils will have opportunities to use the I PAD'S to video, take pictures of and then evaluate their work (self-assessment). Use of video clips for starters and plenaries.

How do ensure that knowledge gained is transferred to working memory into long term memory?

All staff use Rosenshine’s principals in action when planning and delivering lessons.



Strategies identified	What do we expect to see in our History lessons?
Regular review	Academic or subject vocabulary that has been taught will be modelled throughout teaching. Teachers will revisit prior knowledge (previous year group/lesson).
Present new materials using small steps	PE planning ensures achievable and repeated steps are provided to build children’s confidence, competence and retention of both physical skills and knowledge.
Ask questions (Blooms taxonomy)	Questioning is a key tool in developing knowledge and understanding in PE. It also allows for assessment and feedback for children to improve their practical skills. It allows children to show prior learning and connect between units of work, skills and understanding. Key vocabulary will be developed linked to the knowledge statements and skills ladder.
Provide models	Teacher examples of key skills but there is a strong use of higher level children to show examples of good practice. Use of video examples of athletes to demonstrate technique, strategies and to show how games are played.
Guide student practice	Children are given time in a variety of different ways to practice. This may be in isolation, with a group, in modified and practice games and full games. This will be revisited throughout units of work, over the year and across years groups.
Check for children’s understanding	This is done visually throughout the lesson with verbal feedback and questioning to support understanding. Mid lesson stops to reinforce common learning errors with time to practice and improve performance.
Obtain a high success rate	Children show improvement in physical skills and understanding of the activity from the start and end of a unit of work. We would then expect them to be able to apply the skills and understanding in a different unit of work.
Provide scaffolds for difficult tasks	Differentiated tasks or support to complete skills are given at all levels including changing the size or shape of a ball, groupings of children to like ability, adaptation of rules of a game,
Independent practice	Children are given the opportunity to practice skills at a variety of stages within the lesson as an individual.
Weekly and monthly review	Children will review and practice skills, vocabulary and understanding weekly in PE lessons. Learning throughout a unit of work will be revisited and built upon in a progressive way. Skills and knowledge will be used in subsequent units during the year and in subsequent years.

This is supported by the six effective learning strategies (Weinstein and Sumeracki 2019) to ensure that all of our children at Florence become successful, independent learners who are actively engaged in their own learning.



Our principal aim through this pedagogy is to develop the children's knowledge, skills and understanding in PE.

We believe in whole-class teaching methods and combine these with inquiry and skills-based research activities such as Sport Education and Teaching Games for Understanding models.

We believe children as part of their PE curriculum should access a variety of activities in lessons such as:

- A wide and varied curriculum that interests all children including netball, football, athletics, gymnastics including parkour, dance including breakdancing, yoga, rugby, swimming, health & fitness, target games, striking & fielding games (cricket, rounders, kick ball), racket games, invasion games etc.
- Unusual, cultural and inclusive activities such as Tchoukball, Handball, Parkour, Yoga, Thai Chi and Boccia, Chinese New Year Lion and Dragon Dance
- Develop key skills such as Team Work through activities such as handball, cooperative games and the Commando Joe's programme
- Learn about their own health and fitness and how to make positive changes

- Competitive opportunities within the class, against other classes (tournaments), within the school (Sports Day).
- Performance in units such as gymnastics or dance to showcase their efforts to others.
- Access to specialist coaches and links with clubs such as Tai Chi Day, Eastwood Cricket Club Coaching sessions and Commando Joe's.
- Develop leadership skills to allow children to take charge of their learning and help others through; Sports Education, leading warm-up's, skills sessions and cool down's create their own games and warm-up's, demonstration of skills and practices, taking on the role of a coach, scorer and referee, taking charge of the equipment etc.
- Create a sense of Pride of being part of 'Team Florence' by wearing their uniform, following rules, demonstrating Team Work and having fun.

Based on combining pedagogy taken from Rosenshine's principles of instruction and various metacognition strategies PE lessons should follow the following structure:

1) Review of prior knowledge e.g. questioning, Think, Pair, Share, linked warm-up activity. Can be within the activity area or recapping previous PE learning covered.

2) Warm-up activity linked to main activity

3) Introduce new knowledge and skill for this lesson in small steps taken from Knowledge statement and success criteria

-Children may need the new knowledge first – verbal, use of practical example or video clip or inquiry on own/in a group

-Then introduce skill/activity – could be done in isolation as a skill, through a game or in a small group as appropriate

-Asking questions whilst modelling and lots of discussion with feedback to individual children

3) Children practise and apply lesson skill

- Children use and apply the skill in a modified game, full game, create their own routine or method appropriate to the activity area

-Use of AFL and questioning to check student understanding and to give feedback to individual children or as a whole class feedback in order to improve their performance based on the success criteria

-Use of peer assessment where appropriate in activities such as dance, gymnastics and athletics to support improvements linked to the success criteria

4) Evaluate and reflect upon the success criteria to check Student understanding.

-How have we developed our Teamwork skills in the lesson?

-What physical skills and techniques have we learnt or used?

-Can we identify the key teaching points of a skill?

-How has our performance changed or developed?

-How have we been successful learners?

Assessment and Recording:

At The Florence, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children constantly throughout PE lessons and opportunities for self and peer assessment. Each activity unit from Y 1 – 6 has KPI (Key Performance Indicator) grids which track the progressions of skills, knowledge and understanding across year groups and activity areas based on the School Skills Ladder (see Appendix B). The knowledge statements are completed on our online tracking system, Insight and they are shared with children and form the basis for Learning Objectives and Success Criteria for each lesson.

PE Equipment:

It is important that all staff take responsibility for the PE equipment and areas. Staff should:

- Return all equipment to the appropriate cupboard
- Keep the cupboards tidy
- Inflate balls as and when needed for lessons
- Not let children into the cupboards

- Ensure children are 'trained' before lifting any gymnastics type equipment

Equipment is replenished regularly and specialist equipment purchased using the PE and Sport Premium to ensure our children have quality resources to access PE lessons, afterschool sports, break and lunchtimes.

Afterschool and lunchtime Clubs and Teams:

The school offers a range of clubs and teams such as netball, basketball, running, and dance, gymnastics, team games and benchball. Lunchtime competitions will also be organised and children are welcome to express their ideas for additional clubs.

This is led by teaching staff, PE Specialist and outside coaches.

Opportunities will be given for pupils to take part in external competitions when they arise.

School/Club Links and Competitions:

There are existing links with Eastwood Community Football Club, Kimberley & District Striders Running Club, Eastwood Town Cricket Club. Children take part in local competitions within the Eastwood & Districts Sports Association and Broxtowe Active Sports Partnership. Ballet lessons are led by the Shianne School of Dance.

Role of the Parent/Guardian:

- To ensure that their children bring the appropriate PE kit to school. (T-shirt, shorts and pumps/trainers and tracksuit for outside.)
- To remove jewelry and earrings, particularly from young pupils (please note that ears should be pierced within the 6 weeks summer holiday).
- To provide tape for younger children, medical reasons or first piercings (up to 6 weeks)
- Support their children in any afterschool sports clubs and teams they may attend
- Encourage their child to attend clubs outside of school if applicable

Provision for SEND Children:

SEND children are supported to take part in their normal PE lessons wherever possible. They may have 1:1 support from a TA, use of different equipment such as rackets or larger balls or support from a peer. Children will also be offered support when changing for PE. Children accessing our Den nurture provision have access to a wide range of physical activity and equipment including bikes, trikes, sensory equipment, balls amongst others. There is also a weekly ballet session where SEND children with higher level needs are given the opportunity to listen to them music, freely express

themselves and use sensory equipment such as ribbons, instruments etc with some guidance from the ballet teacher.

Appendix A

The Florence Nightingale Academy

Long Term PE plan 2022/23



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Introduction to PE	Fundamental Skills	Movement and Space	Fundamental Skills (Kicking, hitting, rolling)	Fundamental Skills – Athletics (Running, jumping and throwing)	Athletics
F2	Commando Joe's Introduction to PE	Commando Joe's Fundamental Skills	Ballet Movement and Dance	Ballet Fundamental Games	Ballet Fundamental Games Athletics	Ballet Athletics
Year 1	Ballet Team Games	Ballet Gymnastics	Ballet Dance & Movement	Ballet Ball Skills	Ballet Athletics	Ballet Striking & Fielding Games
Year 2	Commando Joe's Invasion Games	Commando Joe's Dance & Movement	Commando Joe's Gymnastics	Commando Joe's Ball and Racket Skills	Commando Joe's Athletics	Commando Joe's Striking & Fielding Games

Year 3	Commando Joe's Target Games	Commando Joe's Gymnastics and Dance	Commando Joe's Invasion Games Netball	Commando Joe's OAA	Commando Joe's Athletics	Commando Joe's Striking & Fielding Games Rounders
Year 4	Commando Joe's Dance	Commando Joe's Fitness	Commando Joe's Gymnastics Partner Balances	Commando Joe's Invasion Games Football	Commando Joe's Athletics	Commando Joe's Striking & Fielding Games Cricket
Year 5	Commando Joe's Fitness	Commando Joe's Indoor Athletics	Commando Joe's Dance Breakdancing	Commando Joe's Swimming	Swimming Invasion Games Rugby	Commando Joe's Striking & Fielding Games Rounders
Year 6	Commando Joe's Invasion Games Handball	Commando Joe's Gymnastics Parkour	Commando Joe's Invasion Games Tchoukball	Commando Joe's Fitness	Commando Joe's Athletics	Commando Joe's Striking & Fielding Games Cricket & Rounders

Appendix B

PE and Sports Skills Ladder

	F1 & 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Body Management Skills: Gymnastics Dance Yoga Fitness/Health	Balance on 1 foot Climb Line walk	Balance on 1 foot Side roll Climb Line walk Posture – standing straight Back support Front support	Balance on 1 Foot (bent knee) Side roll Climb Bench walk Posture – standing straight Back support Front support	Balance on 1 Foot (arabesque) Climb Bench walk Single bounce skips Dish shape Front support lower Standing long jump Shoulder stand	Balance on 1 Foot (arabesque) Climb Bench walk Single bounce skips Dish shape Front support lower Standing long jump Shoulder stand	Y Balance Dish and arch roll Japana (straddle forward fold) Press-up Bridge	Y Balance Dish and arch roll Japana (straddle forward fold) Press-up Bridge
Object Control Skills: Team Games Target Games Striking & Fielding Games Invasion Games	Underarm roll Picking up different objects They handle equipment and tools effectively, including pencils for writing.	Underarm throw Overarm throw Catch large ball 2 Handed strike Foot dribble Kick	Underarm throw Overarm throw Catch medium ball 2 Handed strike Foot dribble Kick	Underarm throw Overarm throw Catch small ball 2 Handed strike Foot dribble Kick	Underarm throw Overarm throw Catch small ball 1 Handed strike Foot dribble Kick Hand dribble Chest pass Punt	Overarm throw distance Bowling action 1. Handed strike – smaller bat Shoulder pass Bounce pass Alternate hand dribble Rugby pass Foot dribble and pass	Overarm throw distance Bowling action 1. Handed strike – smaller bat Shoulder pass Bounce pass Alternate hand dribble Rugby pass Foot dribble and pass
Locomotor skills: Athletics	Run Skip Hop Gallop	Run Skip Hop Gallop	Sprint run Skip Hop Gallop	Sprint run Skip Hop Gallop	Sprint run Skip Hop Gallop	Sprint run Skip and Hop in combination	Sprint run Skip and Hop in combination

Gymnastics Dance	Side gallop Jump for height	Side gallop Jump for height Rock in a ball Straight jump Tuck and star jump	Side gallop Jump for height Jump for distance ¼ forward roll Straight jump Tuck and star jump	Side gallop Jump for height Jump for distance Dodge Forward roll ½ turn jump Cartwheel Bunny hop	Side gallop Jump for height Jump for distance Dodge Leap Leap (continuous) Forward roll ½ turn jump Cartwheel Bunny hop	Jump for height Jump for distance Dodge Leap (continuous) Distance run Round-off Full turn jump 2 Cartwheels Handstand	Jump for height Jump for distance Dodge Leap (continuous) Distance run Pike jump Straddle jump Full turn jump 2 Cartwheels Handstand Round-off
Thinking skills and understanding: OAA Problem Solving Teams Games Health (All games)	Taking turns Sharing Following instructions Basic Health & Hygiene Effects of Exercise	Taking turns Following rules and boundaries Creativity Basic Health & Hygiene Effects of Exercise	Taking turns Following rules And boundaries Creativity Basic Health & Hygiene Effects of Exercise	Team work Following rules and boundaries Making a plan Creativity Evaluate Long term effects of exercise	Team work Taking on roles and responsibilities Decision making Strategies Evaluate Long term effects of exercise	Team work Taking on roles and responsibilities Creativity Decision making Strategies Sportsmanship Leadership Reflect and refine Effects of Training	Team work Taking on roles and responsibilities Creativity Decision making Strategies Sportsmanship Leadership Reflect and refine Forming Personal Exercise Programs