



BENGEWORTH CE ACADEMY

PHYSICAL EDUCATION AND SPORT POLICY 2022-2023



Bengeworth
Multi Academy Trust

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STATEMENT OF INTENT

Curriculum Intent

At Bengeworth CE Academy, we provide a broad and balanced curriculum which is underpinned by our values and core beliefs and aims. Our intent and vision is to provide inspirational learning experiences that will ignite sparks within the children and enable them to develop as confident, articulate and happy individuals who achieve academic excellence, prepared for the wider World ahead of them.

We have taken great care to design our curriculum to achieve our vision and ensure that our values underpin it. We aim to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests and needs and celebrates the many successes of our children. Links between subjects are made to ensure there is an engaging and relevant context within which to learn and topics are used as the driving forces for each half term/terms focus. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world. We are fully committed to teaching the vital life skills children need in order to be safe and happy in and out of school.

Subject Intent

Bengeworth CE Academy believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Our scheme of real PE for physical education, alongside specific sport skill based learning and development, aims to provide a well-rounded curriculum for all children to access and thrive in. This broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities, co-operative, collaborative and competitive situations, aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of activity, aim to promote a broad base of movement knowledge, skills and understanding. They also allow the development of a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Whilst retaining its unique contribution to a pupil's movement, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the school's planning for the development of pupils' Literacy, Numeracy, P.S.H.E and I.C.T skills.

Aims

- To develop an understanding of the multi-ability approach to physical education and the importance of developing all aspects of physical literacy.
- To develop confidence in children's own skills and abilities.
- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To improve observation skills and the ability to describe and make simple judgements on their own and others' work, and to use their observations and judgements to improve performance.
- To promote an understanding of safe practise, and to develop a sense of responsibility towards their own and others' safety and well-being.
- To develop the ability to work independently and in small and larger group situations with the ability to communicate with and respond positively towards others.
- To develop a sense of fair play and to appreciate the importance of good sportsmanship.

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE 'Statutory framework for the early years foundation stage' 2021
- DfE 'Physical Education' programmes of study: Key Stages 1 and 2' 2013

Linked Policies

PSHE Policy

IMPLEMENTATION

ELG - Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy.

In the Early Years' Foundation Stage, physical development is one of the seven areas of focus and is used to develop a child's movement, handling of objects, understanding of their own body and health and levels of self-care. At Bengeworth, we teach children these skills alongside specialist physical education provision where children are given opportunities to enjoy a variety of activities, make progress toward their Early Learning Goals and transition into the Fundamental Movement skills of KS1.

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage](#)

Key Stage 1 - Fundamental Movement Skills within Physical Education

In Key Stage 1, pupils develop fundamental movement skills and become increasingly competent and confident when accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They engage in competitive (both against self and against others) and co-operative physical activities in a range of increasingly challenging situations.

Key Stage 2 - Physical Education & Sport

During Key Stage 2, pupils 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 enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Children also experience multi skills and sports specific programmes as a continuation of their KS1 physical development.

Whole School Implementation

Off-site specialist accommodation is used effectively and efficiently to maximise learning opportunities for pupils, e.g. the use of the local leisure centre for the teaching of swimming. In addition, the facilities of the local high school and middle schools are used to enhance the delivery of aspects of the P.E. curriculum, through festivals and organised sports competitions with cluster schools and for the School Games.

Ongoing monitoring through staff and pupil voice helps to ensure high quality PE is taught throughout the school in all year groups. The integration of our specific scheme of work (Real PE from Creative Development) enhance the delivery of the National Curriculum Programmes of Study to focus on physical development, learning new skills but most importantly, the whole child.

Our school aims to provide children with accessible learning through the multi-ability approach in real PE, to ensure all children enjoy, engage with and are challenged to develop the fundamental skills for physical literacy.

More information on our scheme can be found at the following link.

<https://jasmineactive.com>

The areas of focus (cogs) for this are:

- Personal
- Social
- Physical
- Cognitive
- Creative
- Health and Fitness

Within sport lessons we aim to enhance knowledge, skills and understanding through eight areas of activity:

- Athletics
- Dance
- Games – Invasion, Striking and Fielding and Net and Wall
- Gymnastics
- Health & Fitness

- Swimming
- Outdoor and adventure
- Inclusive sport (archery, boccia, new age kurling)

Competition

Intra-House competition is provided during the year for all children in KS1 and KS2. Children experience a variety of athletic and games based activities, working as individuals and in teams. Our programme is as follows:

Autumn Term – Inclusive Games

Spring Term – Cross Country

Summer Term – Athletics and Rounders

During sports day 100% of our children in both Key Stages and the EYFS take part in inter house competition during a multi skills activity programme of events.

Bengeworth CE Academy has a clear competition pathway primarily for pupils in years 4 and 5. There are regular netball, football and hockey fixtures against the other seven first schools and also take part in the School Games festivals and events and Swimming Gala.

Pupil Leadership

At Bengeworth, pupils are encouraged to regularly take up positions of leadership within lessons, understanding what makes a good leader and how to navigate collaborative work in physical education and sport. Our House system offers children the opportunity of pupil leadership and for some to become a house captain in Year 5, representing their house in competitions (e.g. Sports Day) as well as planning events within school. Two house captains are elected for each of the four houses and they are pupils who are regarded as role models for other pupils both within sport and other aspects of school life.

ROLES AND RESPONSIBILITIES

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of PE and sport, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.

- Collating assessment data and setting new priorities for the development of PE and sport in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' physical literacy skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **subject leader** about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents on an **annual** basis.
- Reporting any concerns regarding the teaching of the subjects to the **subject leader** or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively teach the subjects.

The Inclusion Lead is responsible for:

- Liaising with the subject leader in order to implement and develop specialist physical education and sport-based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of physical education objectives in pupils' individual education plans.
- Advising staff on the use of CSPs in order to meet pupils' needs.

IMPACT

Equal Opportunities

- All individuals in our school are challenged, supported and make progress in physical education and sport regardless of their background. Pupils are provided with opportunities that develop a love for PE and sport whilst promoting the importance of leading a healthy lifestyle.
- We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the physical education curriculum is differentiated for these pupils.
- The planning and organising of teaching strategies for each subject will be reviewed on a termly basis by the subject leader to ensure no pupil is at a disadvantage.
- The school aims to maximise the use and benefits of physical education as one of many resources to enable all pupils to achieve their full potential.

Curriculum+ Activities

- Children are offered opportunities in after school activities every half term. Clubs vary depending on staff interests, external providers and the facilities available. All children are encouraged to take part and participation rates continue to flourish.

- Specialist sports coaches consistently support Bengeworth's extra-curricular programme and have led after school clubs in sports such as cricket, hockey, tag rugby, football, tri-golf, table tennis and multi skills.
- Disadvantaged pupils are invited to attend Curriculum+ clubs throughout the year to ensure that all children have the opportunity to attend.

Teaching and Learning

The school uses a variety of teaching and learning styles in physical education and sports lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.

The following skills are key to development, and we promote these through our creative, broad and balanced curriculum:

- Communication.
- Application.
- Information Technology.
- Working with others.
- Improving own learning and performance.
- Problem solving.
- Mastery of key knowledge, understanding and skills within a coherent, broad and balanced curriculum
- Global, Social, Health, Environmental, Entrepreneurial, Spiritual, Moral, Social and Cultural awareness and understanding.
- Deeper level Thinking and Learning Skills.
- Meaning and purpose to children in the here and now, and prepare them for the next phase of their education and for their future.
- Widening of horizons and raising aspirations about the world of work and further education through increased Cultural Capital.
- Recognition that personal development is essential to wellbeing and success.

The **classroom teacher**, in collaboration with the **subject leader**, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising Support Professionals to ensure that pupils are effectively supported.

Real PE Scheme

Teaching and learning through this scheme aims to educate the whole child, engaging all children in developing their physical literacy alongside values based objectives, no matter what their ability or confidence level within the subject.

Planning, Performing and Evaluating

An understanding of the process of planning, performing and evaluating is essential to the development of pupils' physical skills. Accordingly, pupils should be given an opportunity to plan and evaluate aspects of their own and others' work. Watching the performances of others is integral in developing children's understanding of good practice and performance. Consequently, children should be given ample opportunity to watch the performances of others, particularly in dance and gymnastics and when rehearsing particular skills in games lessons.

Water Safety & Swimming

Swimming is the only sport to be included within the national curriculum physical education programme of study. All primary schools must provide swimming and water safety lessons in either Key Stage 1 or 2.

Each pupil is required to be able to do the following:

- Perform safe self-rescue in different water based situations
- 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.

Starting in the 2022-2023 academic year, Reception pupils will be given the opportunity to have a 5 week block of fun swimming lessons, introducing them to water safety and getting children used to being in the water. Year 5 will continue to utilise the local leisure for a 10-week block of water safety and swimming lessons. All pupils from Year 1 through to Year 4 will utilise a 'pop up' pool from Elite Pools that will be erected on the King's Road site in order to participate in a 2 week, intensive swimming course. Children work towards national Swim England objectives that are part of our own awards system known as the 'Bengeworth Barracuda Awards'. These combine water confidence with developing swimming technique and water safety aspects.

More Able Swimmers

A selected group of more able swimmers from Year 3 to Year 5 will be invited to attend swimming training in preparation for a local swimming gala and a chance to represent their school in inter-school competition.

Wet Weather

In the event of wet weather and no hall space, a planned programme of resources are available. They may include work cards, sports quizzes, rules and tactics, design your own fitness diary, sports across the world and videos. A classroom based PE lesson also provides an excellent opportunity to check upon the learning that has occurred previously.

Planning

Curriculum Maps are used to outline the learning journey of each year group over the year which identifies topics, learning objectives, trips and visits and shows how skills and knowledge will be built upon from the previous year whilst providing an engaging and broad curriculum for the year.

Medium-term planning gives clear guidance on the skills and knowledge that we are developing within each topic/subject, showing progression from the previous year. Regular reviews take place every term.

Short term weekly planning journals are then used to map the journey within each week of the children's learning outlining key learning objectives, activities and opportunities.

Assessment and reporting

- Pupils will be assessed and their progression recorded in line with the school's **Assessment Policy**.
- In Reception the PE Planning and Assessment document and EYFS profile will be completed for each pupil in the final term. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'. This will be done collaboratively in order to allow a smooth transition to KS1 and the Fundamental Movement Skills curriculum.
- The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum (including swimming).
- Throughout the year, teachers will plan in accordance with the real PE scheme and PE Planning and Assessment document, using these in order to gauge whether pupils have achieved the key learning objectives.
- A real PE class book will provide opportunities to show PE activities and record pupil voice about learning and next steps against the objectives of the scheme.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' learning with them
- Pupils' self-evaluation of their learning

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Parents will be provided with a written report about their child's progress during the **Summer** term every year. This will include information on pupils' attitudes towards physical education, understanding of methods, investigatory skills and the knowledge levels they have achieved.

Verbal reports will be provided at Parents' Evening during the **Autumn** and **Spring** terms.

The progress of pupils with SEND will be monitored by the **Inclusion Lead and Class Teacher**.

Resources and Equipment

The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.

The school library contains an array of resources and topic books to support pupils' research.

At the **start of every school year**, the **subject leader** will conduct an audit of the school's physical education and sports resources to ensure there is sufficient equipment for pupils. This will be shared with the Head of School and funds will be allocated where necessary.

Equipment Guidelines

- All portable equipment should be stored away safely and be easy to move by pupils under supervision.
- The safe use of equipment will be encouraged at all times and children will be trained to lift, carry, erect and dismantle the apparatus safely
- All equipment must be checked by the teacher before the children use it
- A calm approach to the use of gymnastic apparatus is essential. Quiet concentration should be demanded of each pupil.
- Apparatus should be arranged to allow adequate space for individuals to avoid collisions
- The identified purpose of any activity on the apparatus should be clearly understood by teachers, teaching assistants and pupils.
- When pupils have put out the apparatus, they should sit away from the apparatus and wait until the teacher has completed a safety check. No child should use the apparatus until this check has been completed.
- Teachers should make safe free-standing non-P.E. equipment
- Mats should be placed where it is expected that pupils will need to cushion deliberate landings but should not be placed around profusely because this can produce real danger.
- Pupils should be taught to be aware of the need to re-adjust mats which may have moved during use.
- All classes are responsible for putting out and clearing away apparatus.
- Each piece of equipment must be moved by four children in Key Stage 1 and two children in Key Stage 2.

Clothing and Footwear


- All children must change into a PE kit which teachers should ensure is provided by parents.
- Children must change into plimsolls or trainers when doing outdoor activities.
- All children must be barefoot in gymnastics and dance. If children have a valid reason for not being barefoot, for example a verruca), they may wear plimsolls, not trainers
- Children are advised to wear additional clothing for outdoor PE during the winter months (jogging bottoms, jumpers).
- No-one must be allowed to work in tights
- Long hair should be tied back and inappropriate head bands removed.
- All jewellery should be removed. If stud ear-rings cannot be removed they must be covered with a plaster or earring tape.
- Children must face the equipment when moving it, they must not walk backwards when carrying equipment.

Monitoring and review

- This policy will be reviewed annually by the subject leader and the Headteacher
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff directly involved with the teaching of Physical Education are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2023**.

APPENDIX A – RESOURCES TO SUPPORT CURRICULUM AREA

Unit	Learning Focus
1	 <p>Exceeding</p> <ul style="list-style-type: none"> I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult. <p>Expected</p> <ul style="list-style-type: none"> I have begun to challenge myself. I know where I am with my learning. <p>Emerging</p> <ul style="list-style-type: none"> I ask for help when appropriate. I try several times if at first I don't succeed.



Curriculum Map

Year 3

core
real PE[®]

create
development

Multi-ability Cog Focus & Learning Journeys

◆ Exceeding ◆ Expected ◆ Working towards

Weeks

Fundamental
Movement Skill Focus

Unit 1

- ◆ I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.
- ◆ I know where I am with my learning and I have begun to challenge myself.
- ◆ I try several times if at first I don't succeed and I ask for help when appropriate.

1-6

Skill – Coordination:
Footwork
(FUNS Station 10)
Cool Down – Static Balance:
One Leg
(FUNS Station 1)

Unit 2

- ◆ I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.
- ◆ I show patience and support others, listening well to them about our work. I am happy to share and tell them about my ideas.
- ◆ I can help praise and encourage others in their learning.

7-12

Skill – Dynamic Balance
to Agility:
Jumping and Landing
(FUNS Station 6)
Cool Down – Static Balance:
Seated
(FUNS Station 2)

Unit 3

- ◆ I can understand my (others) to judge performance and I can identify specific parts to continue to work upon. I can use my knowledge of space and others to make good decisions.
- ◆ I can understand the simple tactics of attacking and defending. I can explain what I am doing well and have begun to identify areas for improvement.
- ◆ I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in movements and explain who someone is working or performing well.

13-18

Skill – Dynamic Balance:
On a Line
(FUNS Station 5)
Cool Down – Coordination:
Ball Skills
(FUNS Station 9)

Unit 4

- ◆ I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.
- ◆ I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and explain.
- ◆ I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.

19-24

Skill – Coordination:
Sending and Receiving
(FUNS Station 8)
Cool Down – Counter Balance:
With a Partner
(FUNS Station 7)

Unit 5

- ◆ I can perform a variety of movements and skills with good body awareness. I can select actions together so that they flow in running, jumping and throwing activities.
- ◆ I can perform and repeat longer sequences with clear shapes and controlled movements. I can select and apply a range of skills with good control and consistency.
- ◆ I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.

25-30

Skill – Agility:
Reaction/Response
(FUNS Station 12)
Cool Down – Static Balance:
Floor Work
(FUNS Station 3)

Unit 6

- ◆ I can describe the basic fitness components and explain how often how long I should exercise to be healthy. I can record and monitor how hard I am working.
- ◆ I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.
- ◆ I can say how my body feels before, during and after exercise. I use equipment appropriately and reuse and store safely.

31-36

Skill – Agility:
Ball Chasing
(FUNS Station 11)
Cool Down – Static Balance:
Stance
(FUNS Station 4)

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Level 6

Perform three different jumps into deep water to include a straddle
 Perform a horizontal stationary skill on the back
 Perform a head first sculling action for 5 metres
 Perform a feet first sculling action for 5 metres
 Perform a sculling sequence with a partner, to include a rotation 30 secs
 Tread water for 30 seconds
 Perform a handstand and hold for a minimum of three seconds
 Perform a forward somersault, tucked in the water
 Swim 10 metres in clothes
 Exit deep water without the use of steps

All outcomes have been achieved without aids or support to pass the award.

Bengeworth

Multi Academy Trust

Brilliant People • Better Schools • Bright Futures

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