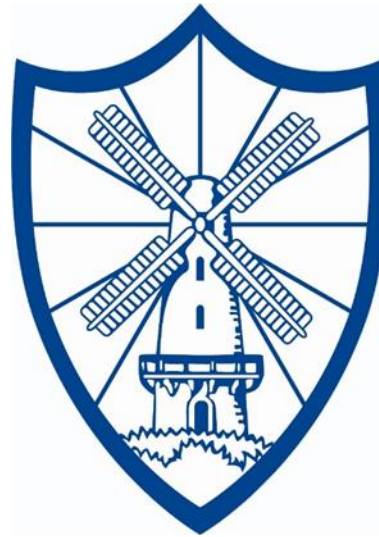




Meopham Community Academy



Physical Education Policy

This policy was reviewed by: Richard Stevenson
Date: January 2020
Next Review Date: January 2022

Subject – Physical Education

At Meopham Community Academy, we believe that Physical Education (PE) is a subject that develops a child physically, psychologically, emotionally and morally through the learning and developing of key skills over a range of physical activities.

Curriculum Intent:

- To progressively develop the key skills and knowledge children need to participate in physical activity both inside and outside of school.
- To encourage children to develop a greater understanding of the technical and tactical side to a variety of sports and physical activities.
- To inspire children to embark down the path of lifelong participation in physical activity.
- To develop the emotional, social and moral skill-set that children can transfer across the curriculum and into their everyday lives to make correct choices when challenges arise.
- To promote the benefits of physical and mental well-being that sport and physical activity can provide.
- To engage children in physical activities and sports that may be unexplored until their time with us at MCA and promote links outside of school for continued participation for these.
- To celebrate children's successes inside and outside the classroom to promote and develop a sense of pride that every child should feel after completing physical activity.
- To enable these outcomes our Physical Education curriculum is designed to be:
 - Engaging and accessible to all learners
 - Relevant to the needs of each cohort and our local community
 - Practical, and for Physical Education, to be integrated into different subject areas.

Character Development through Physical Education

Our Physical Education curriculum at Meopham Community Academy will enable children to develop the following character traits throughout their seven years at MCA:

- **Spiritual:** Develop a sense of enjoyment, pride and fascination in learning about themselves as physical participants in PE lessons, but also to appreciate the psychological and tactical side to sport and physical activity that may sometimes be overlooked.
- **Moral:** Become honest, respectful and caring citizens with physical education being used a tool to demonstrate these. Within PE, students will learn to appreciate the value of their peers around them, understanding that every child has knowledge and skill set to help develop one another.
- **Social:** Develop social skills, including communication, collaboration, determination and working collaboratively in group work and through team games.
- **Cultural Knowledge:** Understand that development/specialisms in the world of sport and physical activity come from all across the world, from people of all backgrounds and cultures. Children will have opportunities to learn about specific countries/individuals who hold significant interest in the world of sport with cross-curricular links with history/geography/RE etc.
- **Skills:** Develop and progress fundamental skills needed to participate in a range of physical activities: balance, strength, co-ordination, agility, suppleness etc. Children will also develop creativity, problem-solving and evaluation skills through a range of activities where the psychological side of physical activity coincides with the physical aspect.
- **British Values:** To show respect for and tolerance of others by planning and working collaboratively on group/team tasks. Show respect for people, living things, property and the environment. Providing positive and effective links with the world and the wider community outside them, showing children ways that they can participate fully in and contribute positively to life in modern Britain – whether that be in a sporting role or otherwise.

Enrichment

- Extra-curricular clubs
- Participation at tournaments and festivals
- Sports day
- Athlete visits e.g. Rachael MacKenzie
- Specialist sport days
- Maths of the Day
- Personal Challenge
- Lessons supported by PASS (Sarah Barrett – PE specialist)
- Achievements celebrated in assembly
- High-quality equipment
- Training and engagement of lunchtime staff to promote active lunchtimes
- Training and implementation of Meopham Sports Ambassadors
- Active 30/30 activities in class
- Matches and events vs other schools
- Residential visits
- Use of school grounds
- Use of flip cameras etc for analysis

Curriculum Implementation

- The PE curriculum in KS1/2 is delivered through individual lessons but this is also now fortified by active lessons in maths where the spiritual, moral and cultural side to the PE curriculum can still be developed.
- Children experience a wide and varied range of physical activities/sports that are imaginative, well planned and resourced and are enjoyable for every child.
- Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school.
- A scheme of work is used alongside year group planning to ensure consistency in and across year groups.
- Each year group ensures their lessons are appropriate to the needs and interests of their cohorts. Activities provided have a meaningful context and consolidate skills.
- Each term has a different overarching topic - linked to the national curriculum programme of study.
- Consideration of how greater depth will be taught, learnt and demonstrated within each lesson has been considered. This might include specific tasks that allow children to demonstrate both physical skills or 'thinking' skills around the tactical/technical aspects of an activity. Statements to support understanding at greater depth, alongside the national curriculum statements, have been provided in each Scheme of Work.
- Learners will be supported in line with the school's commitment to inclusion.
- Cross curricular outcomes in Physical Education are utilised, with strong links between Maths, Science, Design and Technology (Food), PSHCE, RE and Geography which are identified and planned for when appropriate.
- The local area/club links are utilised to achieve the desired outcomes, with opportunities for learning outside classroom and to promote/inspire children to participate in their extra-curricular time.
- A monitoring schedule is in place and there is an overview to ensure progression and consistency.

Impact

- Outcomes in assessment grids filled in by teacher assessment evidence a broad and balanced PE curriculum and demonstrate children's acquisition of identified key knowledge.
- Children review their successes in achieving the lesson intentions (Bronze, Silver, Gold) at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary.
- Children also record what they have learned comparative to their starting points at the end of every topic – sometimes in the form of a routine for gymnastics/ dance.
- As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider PE context – building on local club links and directed along outside pathways for lifelong participation. .
- Children are able to learn about careers related to PE from members of the local and wider community with specialist skills and knowledge, ensuring that they are well prepared for the next steps of their education.

National Curriculum Requirements of PE at 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 co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative 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

Knowledge, Skills and Understanding breakdown for Physical Education

Year 1

Acquiring and developing skills	Evaluating and improving	Health and fitness
<ul style="list-style-type: none"> • Can they copy actions? • Can they repeat actions and skills? • Can they move with control and care? 	<ul style="list-style-type: none"> • Can they talk about what they have done? • Can they describe what other people did? 	<ul style="list-style-type: none"> • Can they describe how their body feels before, during and after an activity?
Dance (also covered in Dance section)	Games	Gymnastics
<ul style="list-style-type: none"> • Can they move to music? • Can they copy dance moves? • Can they perform some dance moves? • Can they make up a short dance? • Can they move around the space safely? 	<ul style="list-style-type: none"> • Can they throw underarm? • Can they roll a piece of equipment? • Can they hit a ball with a bat? • Can they move and stop safely? • Can they catch with both hands? • Can they throw in different ways? • Can they kick in different ways? 	<ul style="list-style-type: none"> • Can they make their body tense, relaxed, curled and stretched? • Can they control their body when travelling? • Can they control their body when balancing? • Can they copy sequences and repeat them? • Can they roll in different ways? • Can they travel in different ways? • Can they balance in different ways? • Can they climb safely? • Can they stretch in different ways? • Can they curl in different ways?

Knowledge, Skills and Understanding breakdown for Physical Education

Year 2

Acquiring and developing skills	Evaluating and improving	Health and fitness
<ul style="list-style-type: none"> • Can they copy and remember actions? • Can they repeat and explore actions with control and coordination? 	<ul style="list-style-type: none"> • Can they talk about what is different between what they did and what someone else did? • Can they say how they could improve? 	<ul style="list-style-type: none"> • Can they show how to exercise safely? • Can they describe how their body feels during different activities? • Can they explain what their body needs to keep healthy?
Dance (also covered in Dance section)	Games	Gymnastics
<ul style="list-style-type: none"> • Can they dance imaginatively? • Can they change rhythm, speed, level and direction? • Can they dance with control and co-ordination? • Can they make a sequence by linking sections together? • Can they link some movements to show a mood or feeling? 	<ul style="list-style-type: none"> • Can they use hitting, kicking and/or rolling in a game? • Can they stay in a 'zone' during a game? • Can they decide where the best place to be is during a game? • Can they use one tactic in a game? • Can they follow rules? 	<ul style="list-style-type: none"> • Can they plan and show a sequence of movements? • Can they use contrast in their sequences? • Are their movements controlled? • Can they think of more than one way to create a sequence which follows a set of 'rules'? • Can they work on their own and with a partner to create a sequence?

Weaving PE Knowledge, Skills and Understanding into the new National Curriculum

**Key Stage 2:
PE**



National Curriculum Requirements of PE at Key Stage 2

Pupils should continue to implement 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, catching and throwing 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 gymnastics and athletics)
- 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.

Knowledge, Skills and Understanding breakdown for Physical Education

Year 3

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered in Dance section)
<ul style="list-style-type: none"> • Can they select and use the most appropriate skills, actions or ideas? • Can they move and use actions with co-ordination and control? 	<ul style="list-style-type: none"> • Can they explain how their work is similar and different from that of others? • With help, do they recognise how performances could be improved? 	<ul style="list-style-type: none"> • Can they explain why it is important to warm-up and cool-down? • Can they identify some muscle groups used in gymnastic activities? 	<ul style="list-style-type: none"> • Can they improvise freely, translating ideas from a stimulus into movement? • Can they share and create phrases with a partner and in small groups? • Can they repeat, remember and perform these phrases in a dance?
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> • Can they throw and catch with control when under limited pressure? • Are they aware of space and use it to support team-mates and cause problems for the opposition? • Do they know and use rules fairly to keep games going? • Can they keep possession with some success when using equipment that is not used for throwing and catching skills? 	<ul style="list-style-type: none"> • Can they use a greater number of their own ideas for movement in response to a task? • Can they adapt sequences to suit different types of apparatus and their partner's ability? • Can they explain how strength and suppleness affect performances? • Can they compare and contrast gymnastic sequences, commenting on similarities and differences? 	<ul style="list-style-type: none"> • Can they run at fast, medium and slow speeds, changing speed and direction? • Can they link running and jumping activities with some fluency, control and consistency? • Can they make up and repeat a short sequence of linked jumps? • Can they take part in a relay activity, remembering when to run and what to do? • Do they throw a variety of objects, changing their action for accuracy and distance? 	<ul style="list-style-type: none"> • Can they follow a map in a familiar context? • Can they move from one location to another following a map? • Can they use clues to follow a route? • Can they follow a route safely?

Knowledge, Skills and Understanding breakdown for Physical Education

Year 4

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered in Dance section)
<ul style="list-style-type: none"> • Can they select and use the most appropriate skills, actions or ideas? • Can they move and use actions with co-ordination and control? • Can they make up their own small-sided game? 	<ul style="list-style-type: none"> • Can they explain how their work is similar and different from that of others? • Can they use their comparison to improve their work? 	<ul style="list-style-type: none"> • Can they explain why warming up is important? • Can they explain why keeping fit is good for their health? 	<ul style="list-style-type: none"> • Can they take the lead when working with a partner or group? • Can they use dance to communicate an idea? • Can they work on their movements and refine them? • Is their dance clear and fluent?
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> • Can they catch with one hand? • Can they throw and catch accurately? • Can they hit a ball accurately and with control? • Can they keep possession of the ball? • Can they move to find a space when they are not in possession during a game? • Can they vary tactics and adapt skills according to what is happening? 	<ul style="list-style-type: none"> • Can they work in a controlled way? • Can they include change of speed? • Can they include change of direction? • Can they include range of shapes? • Can they follow a set of 'rules' to produce a sequence? • Can they work with a partner to create, repeat and improve a sequence with at least three phases? 	<ul style="list-style-type: none"> • Can they run over a long distance? • Can they spring over a short distance? • Can they throw in different ways? • Can they hit a target? • Can they jump in different ways? 	<ul style="list-style-type: none"> • Can they follow a map in a more demanding familiar context? • Can they move from one location to another following a map? • Can they use clues to follow a route? • Can they follow a route accurately, safely and within a time limit?

Knowledge, Skills and Understanding breakdown for Physical Education

Year 5

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered in Dance section)
<ul style="list-style-type: none"> • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movements? 	<ul style="list-style-type: none"> • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? 	<ul style="list-style-type: none"> • Can they explain some important safety principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important? 	<ul style="list-style-type: none"> • Can they compose their own dances in a creative and imaginative way? • Can they perform to an accompaniment, expressively and sensitively? • Are their movements controlled? • Does their dance show clarity, fluency, accuracy and consistency?
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> • Can they gain possession by working as a team? • Can they pass in different ways? • Can they use forehand and backhand with a racquet? • Can they field? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot? 	<ul style="list-style-type: none"> • Can they make complex or extended sequences? • Can they combine action, balance and shape? • Can they perform consistently to different audiences? • Are their movements accurate, clear and consistent? 	<ul style="list-style-type: none"> • Are they controlled when taking off and landing in a jump? • Can they throw with accuracy? • Can they combine running and jumping? • Can they follow specific rules? 	<ul style="list-style-type: none"> • Can they follow a map in an unknown location? • Can they use clues and compass directions to navigate a route? • Can they change their route if there is a problem? • Can they change their plan if they get new information?

Knowledge, Skills and Understanding breakdown for Physical Education

Year 6

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered in Dance section)
<ul style="list-style-type: none"> • Do they apply their skills, techniques and ideas consistently? • Do they show precision, control and fluency? 	<ul style="list-style-type: none"> • Can they analyse and explain why they have used specific skills or techniques? • Can they modify use of skills or techniques to improve their work? • Can they create their own success criteria for evaluating? 	<ul style="list-style-type: none"> • Can they explain how the body reacts to different kinds of exercise? • Can they choose appropriate warm ups and cool downs? • Can they explain why we need regular and safe exercise? 	<ul style="list-style-type: none"> • Can they develop imaginative dances in a specific style? • Can they choose their own music, style and dance?
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> • Can they explain complicated rules? • Can they make a team plan and communicate it to others? • Can they lead others in a game situation? 	<ul style="list-style-type: none"> • Do they combine their own work with that of others? • Can they link their sequences to specific timings? 	<ul style="list-style-type: none"> • Can they demonstrate stamina? • Can they use their skills in different situations? 	<ul style="list-style-type: none"> • Can they plan a route and series of clues for someone else? • Can they plan with others taking account of safety and danger?

Knowledge, Skills and Understanding breakdown for Physical Education

Swimming

Lower attainers	Mid attainers	Higher attainers
<ul style="list-style-type: none"> • Can they swim between 25 and 50 metres unaided? • Can they keep swimming for 30 to 45 seconds, using swimming aids and support? • Can they use a variety of basic arm and leg actions when on their front and on their back? • Can they swim on the surface and lower themselves under water? • Can they take part in group problem-solving activities on personal survival? • Do they recognise how their body reacts and feels when swimming? • Can they recognise and concentrate on what they need to improve? 	<ul style="list-style-type: none"> • Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? • Do they use 3 different strokes, swimming on their front and back? • Can they control their breathing? • Can they swim confidently and fluently on the surface and under water? • Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? • Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? • Can they suggest activities and practices to help improve their own performance? 	<ul style="list-style-type: none"> • Can they swim further than 100 metres? • Can they swim fluently and confidently for over 90 seconds? • Do they use all 3 strokes with control? • Can they swim short distances using butterfly? • Do they breathe so that the pattern of their swimming is not interrupted? • Can they perform a wide range of personal survival techniques confidently? • Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? • Can they describe good swimming technique and show and explain it to others?