



PHYSICAL EDUCATION, SCHOOL SPORT AND PHYSICAL ACTIVITY CURRICULUM POLICY 2020-21

English	Mathematics	Science	Religious Education
Relationships, Sex and Health Education	History	Geography	Languages
Music	Art and design	Design and technology	Computing
Physical education	Personal, Social and Health Education		

Introduction

This policy sets out the principles on which we base our practice and reflects the requirements of the 2014 National Curriculum.

Policy development

This policy was developed by the Physical Education coordinator, in consultation with staff, pupils and governors.

Vision

At New Haw Community School our vision is to inspire children to develop a lifelong passion for being physically active. Through the PE curriculum and our whole-school values, the children will learn and understand that being physically active is a key component of a healthy lifestyle and the benefits it has on both their physical and mental health.

We will inspire and motivate all children regardless of their ability. Children will be given the opportunity to participate in a safe and reassuring environment, where they learn to develop the essential skills to become physically literate pre-adolescents and a love for being physically active. The curriculum will support the children into becoming confident, resilient children who will continuously strive to improve their personal best, enjoy communicating, collaborating and competing with each other.

Curriculum design

Curriculum Map

Games	Term 1		Term 2		Term 3
Year 3	Multi-skills	Netball	Football	Hockey	Tennis, Rounders and Cricket
Year 4	Netball	Football	Hockey	Tag Rugby	Tennis, Rounders and Cricket
Year 5	Netball	Football	Hockey	Tag Rugby	Tennis, Rounders and Cricket
Year 6	Netball	Football	Hockey	Tag Rugby	Tennis, Rounders and Cricket

PE	Term 1		Term 2		Term 3	
Year 3	Gymnastics Jumping, shapes and balancing.	Dance Dance around the world.	Gymnastics Travelling and rolling.	Dance Cats the musical.	Athletics	OAA
Year 4	Gymnastics Jumping, twisting, turning and rolling.	Dance Electricity	Gymnastics Jumping, travelling, rolling and balances	Yoga Flexibility, strength, technique, control and balance	Athletics	OAA
Year 5	Gymnastics Rolling, balancing, performing sequences.	Dance Irish dancing	Gymnastics Travelling, jumping and performing sequences.	Dance Telling a story through dance.	Athletics	OAA
Year 6	Gymnastics	Dance	Gymnastics	Dance Urban dance	Athletics	OAA

	Developing floorwork	Charleston and the jailhouse rock	Developing counter balances			
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Rationale

At New Haw Community School, we will ensure that our delivery of physical education allows all children to have the necessary skills to continue in their sporting challenges and active lifestyles at secondary school and beyond. We believe a good way to achieve this is to promote it not only in our PE lessons but also as part of the whole school ethos.

At New Haw, pupils join us from many different schools and so their experience of PE and Games can be varied. Therefore, at New Haw, we introduce the children to PE and Games through a multi-skills unit in Year 3. This gives the pupils the opportunity to further practise the basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, from key stage 1. This also allows the teachers to tailor the unit so that these fundamental movement skills are secure.

At New Haw, our PE and Games Curriculum is centred around a sport-based curriculum. By following a spiral curriculum, we focus on developing the children's key fundamental movement skills and their application of these skills across a range of sports. Sports are revisited each year and the skills learnt increase in complexity. The curriculum focuses on developing the children's skills, knowledge and vocabulary by building on their prior learning. As children progress through key stage 2, their experiences broaden by introducing new skills and are developed by reinforcing and extending skills within the same concepts. Each lesson focuses on learning a new skill and then applying that skill to a game situation. This approach for teaching PE offers a method of addressing motor skill development, cognitive aspects of how to play games and affective outcomes by situating learning within game play activities. Due to the active nature of game play, this approach also offers the opportunity to promote moderate-to-vigorous physical activity during PE lessons, which supports the children's physical health and fitness.

The curriculum has been separated into the following topics: invasion games, net games, striking and fielding games, athletics, OAA, dance and gymnastics. Within each topic, the children will focus on key skills and then apply them across different sports. As children progress, they will begin to access more skilful components, develop their understanding of rules and fairness, whilst building on the development of achieving a personal best. We aim to ensure that children progress not only with their skill and sporting ability, but also with their mindset and self-esteem. This includes children's ability to collaborate and communicate positively with others. Furthermore, the curriculum will provide opportunities to lead activities themselves as they become more confident in the knowledge and skills needed for each topic. By the end of Year 6, children will have moved away from learning individual skills and develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Assessing progress

At New Haw we have carefully considered what it means to 'get better' at PE and Games. Please see the progression grids attached at Appendix A.

Assessment at New Haw is continuous and focuses on pupils' abilities to:

- Apply skills in different ways
- Link and sequence actions
- Communicate
- Collaborate

- Compete
- Improve in sports and activities
- Evaluate and recognise success .

Within lessons, teachers use a range of assessment methods to motivate the pupils and assesses their progress eg pupil-led assessment, peer assessment techniques, self-assessment and reflection, use of video, whole-class discussion and teacher assessments. High-quality and regular feedback is a feature of every learning experience in physical education. It is used to help make pupils aware of the progress they are making and recognise what they need to do improve.

Delivery

In all year groups, children are in taught by a qualified teacher. At New Haw, teachers are provided with regular CPD opportunities, designed to increase their subject knowledge. Our PE and PSHE leads attend training and cascade what they have learnt to the other members of staff within the school.

Our school is part of a local partnership with Active Surrey and are members of the Association for Physical Education. Active Surrey hold termly meetings where keynote speakers are invited to introduce the different schools to a range of physical activities for the school to attend, give information about the latest CPD opportunities. Being a member of the AfPE allows the school to keep up-to-date with changes to the curriculum, funding available and to attend CPD opportunities. Health and safety plays a major part in all training for staff and each time a new member of staff joins the school, they are shown how to use all the equipment safely.

Each PE lesson should broadly follow this process:

- a) Warm up
- b) Introductory activity
- c) Developmental activity
- d) Cool down

Within this structure, it is vital that children plan, perform and evaluate the activities in terms of their performance. Children should be given opportunities to showcase the new skills they have learnt.

To support children or to challenge the most able, teachers will apply the STEP principle by varying the:

SPACE - amount of space used or distance from target.

TASK set - including rules, challenge and number of repetitions.

EQUIPMENT used (eg smaller, larger, shorter, longer, lighter, heavier)

PEOPLE - number of players involved in a task.

Uniform

All children must change into school PE kit, this consists of red shorts and a white T-shirt. A plain-coloured tracksuit, hat and gloves may be worn during outside PE in cold weather. Scarves must not be worn for safety reasons. Children must change out of their PE kit and back into their uniform after the lesson.

In accordance with Surrey County Council Health and Safety guidelines during indoor PE, children must work in bare feet. Plimsolls may only be worn where parents have identified a

medical need. These children should not be allowed to use gymnastic apparatus where it is necessary to use feet for grip. Trainers or suitable footwear must be worn for outdoor PE.

All watches and jewellery, including friendship bracelets and earrings, must be removed before any PE lesson. Staff should not help children with removing or replacing earrings at all. Children who cannot remove earrings will not be able to participate in active PE. Health and Safety policy does not perceive the 'taping' of newly pierced ears as sufficient protection of any party involved. Religious bracelets must be taped securely to the skin by the child.

Long hair must be tied back, avoiding high ponytails and rigid hair bands which may cause discomfort in gymnastic activities

Children without kit, or who are unable to do PE for medical reasons, should still be involved in the lesson through discussion, observation and evaluation. When children continually fail to bring kit to school, please send a copy of the standard school letter home. Spare kit can be borrowed from the office, when available, but must be returned the same day. If children are not bringing kit in regularly a phone call home must be made.

Enrichment

To enhance the PE curriculum further, the school provides a wide range of extracurricular activities for all children to participate in eg tag rugby, rounders, cricket, boys' and girls' football, athletics, netball, cricket, tennis, multi-sport etc. Additionally, through our school website and through our school email, parents are made aware of local clubs and sporting opportunities that their children can participate in.

Our school has a large playground with playground markings and play equipment for free play. Mid-day supervisors have been trained in positive play and engage and encourage pupils in physical activity at lunchtime. During each term, the school's sports crew organise different activities for the children to participate in during their lunch breaks.

At the end of each half term, all pupils are given the opportunity to participate in intra-school competitions to allow them to experience the opportunity to represent their colour team. Each year, the school holds an inclusive sports day, where every child gets the opportunity to take part.

Furthermore, wherever possible, we seek opportunities to give pupils the experiences of competing in a range of different competitions. New Haw is a member of Woking Active Sports Programme (WASPs) who provide multiple opportunities for children of all levels to participate in competitions with other local schools. The school also schedules its own competitions, to which it invites other local schools. We hope giving children the opportunity to represent their colour team or school will inspire them to take part in physical activity outside of the PE curriculum.

Inclusion

At New Haw it is our belief that *all* children, including those with special educational needs and/or disabilities, are entitled to have full access to the school's rich curriculum. Our emphasis is on 'scaffolding up', rather than 'differentiating down'. Our ambition for pupils with SEND is the same as for their peers.

Teachers will carefully consider the ways in which they might reduce the barriers that pupils with specific needs may face in accessing the curriculum. They may, for example, consider in greater detail the building blocks of knowledge that specific pupils need to access the curriculum. They may also consider the most appropriate ways for specific pupils to learn aspects of the curriculum. This might include, for example, redesigning teaching materials,

giving pupils more time to complete tasks etc. In addition, they will consider appropriate accessibility for educational trips and visits.

Monitoring impact

The PE co-ordinator, in conjunction with year teams, carries out regular monitoring of the subject, including pupil voice interviews, learning walks and lesson observations. Outcomes are presented at senior leadership meetings and identified key priorities form the basis of co-ordinator action plans. These then feed into the school development plan.

Coordinator

The PE coordinator at New Haw is Kayleigh Roberts.

Review

This policy was last reviewed on 20th July 2021, and will be reviewed again in summer 2022.

Appendix A: PE and Games Progression of skills

		YEAR 3	YEAR 4	YEAR 5	YEAR 6
Key vocabulary	NC Strand	apparatus, balance, sequence, travel, spin, step, transfer, unison, turn, count, control, dodge, dribble, pitch, send, receive, grip, strike, aim, underarm, overarm, relay, acceleration, accuracy, sprint,	linking, pathway, cannon, tuck, straddle, pike, star, possession, space, defend, mark, batter, bowler, fielder, endurance, shooting, footwork, baton,	twisting, mirroring, transition, dynamics, motif, symmetrical, choreograph, short barrier, long barrier, instep, volley, corners, obstruction, explosive power, intercept, pivot,	asymmetrical, counter balance, counter tension, contrasting, compose, formation, depth, width, speed endurance, cardiovascular fitness, coordination,
Dance	Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<ul style="list-style-type: none"> To learn basic dances moves and repeat, remember and perform them. Begin to use counts to keep in time to the music. 	<ul style="list-style-type: none"> To perform in time with others. To learn dance moves from a specific genre and then apply them to their own sequences. Use formation, cannon and unison to create their own sequences. To evaluate their own and others sequences using appropriate vocabulary. 	<ul style="list-style-type: none"> To adapt their dance moves for a specific genre (e.g. light on their feet). To choreograph a dance sequence including movements they have learnt. Recognise and comment on different styles of dance using appropriate vocabulary. To suggest ways to improve their own and others work using appropriate vocabulary. 	<ul style="list-style-type: none"> To choreograph a dance sequence including movements they have learnt and involve unison, cannon, synchronisation etc. To perform dances fluently and with control. Use appropriate vocabulary to evaluate and refine their and others work.

<p style="text-align: center;">Gymnastics</p>	<p>Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none"> • To perform a star, straddle, pike and tuck jump. • To perform a teddy bear roll, egg roll, pencil roll and forward roll. • Perform a skip, gallop and side step. • To begin to perform individual balances using support where necessary. • Join two to three movements together to create a sequence. 	<ul style="list-style-type: none"> • To perform a star, straddle, pike and tuck jump from a mid-level box. • To perform a forward roll to a standing position. • To perform a backward roll. • To perform individual balances and hold them for 5 seconds. • To begin to perform a head stand with support (using the padded wall). • Join three to five movements together to form a fluid sequence by choosing actions that link well together. • Watch and provide possible improvements to a sequence. 	<ul style="list-style-type: none"> • To perform a sequence of leaps using twists and turns. • To perform a head stand with reduced support. • To perform a cartwheel. • To create and perform sequences using apparatus both individually and with a partner. • Use cannon, synchronisation and mirroring in their performances. • Use set criteria to make simple judgements about their own and others jumps, rolls and balances. 	<ul style="list-style-type: none"> • To understand what counter balance and counter tension is and perform it with a partner. • To combine and perform balances, jumps, roll with control and fluency. • To create and perform sequences using apparatus and compositional devices (mentioned in Y5) both individually and with a partner. • Suggest feedback and make changes to their own performances.
<p style="text-align: center;">Invasion Games</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<ul style="list-style-type: none"> • Can pass, shoot or throw a ball towards a stationary target. (Chest pass – netball) • Can receive a pass whilst stationary. • Can dribble a ball and change direction whilst dribbling the ball. • To show the ability to work with a partner when passing and receiving. 	<ul style="list-style-type: none"> • Can pass, shoot or throw a ball towards a moving target with increasing control. (Chest, shoulder and bounce pass – netball). • Can receive a pass whilst moving. • Can dribble a ball between cones at a steady pace. • To show the ability to work as part of a team when passing and receiving. 	<ul style="list-style-type: none"> • Can pass, shoot or throw a ball when under pressure from an opponent. • Can dribble a ball with increasing control whilst varying their pace. 	<ul style="list-style-type: none"> • Can pass, shoot or throw a ball with increasing control and accuracy when under pressure from an opponent and know which type of pass to use). • Can dribble the ball using both feet and can vary their speed and direction.

	<p>Attacking and Defending Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none"> • To move with a ball (e.g. dribbling in hockey and football, running in Tag rugby) towards the goal and beginning to show control. • Begin to understand their role as an attacker and a defender. • To begin to defend and attempt to win the ball by intercepting passes. 	<ul style="list-style-type: none"> • To work as part of a team to keep possession. • To attempt to score goals when attacking. • To defend by using their body. • To intercept passes to win the ball. • To demonstrate good foot work on the court (Netball). • Begin to use simple tactics to win a game. 	<ul style="list-style-type: none"> • Begin to recognise there are different skills for different situations and use these when playing a game. • Move into space to support their team. • To demonstrate good foot work to cover a court in a game situation (Netball). • To know that you need to mark players when defending. 	<ul style="list-style-type: none"> • Select an appropriate action for the situation. • Create and use a variety of tactics when playing a game. • Apply different movement skills to lose a defender or evade defenders. <p>To mark a player by using movement and interception tactics.</p>
<p style="text-align: center;">Fielding Games</p>	<p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<ul style="list-style-type: none"> • Know that different equipment is used for different games e.g. tennis racket, rounders bat and cricket bat. • To use an underarm throw. • To catch ball from an underarm throw. • To strike a ball from a drop or stationary position using a range of different sized bats/rackets (e.g. tennis 	<ul style="list-style-type: none"> • To use an underarm and overarm throw and understand the reason for each. • To catch a ball from an underarm throw. • To know how to catch a ball from an overarm throw. • To strike a bowled ball with some success after a bounce (using different sized rackets). 	<ul style="list-style-type: none"> • To catch or stop a ball whilst moving. • To strike a bowled ball more consistently. • Select appropriate striking equipment based on ability and game. • Can bowl a ball using the correct technique. • To begin to use tactics to help win a game (positioning of fielders, using the correct throw for the distance). 	<ul style="list-style-type: none"> • Strike a bowled ball with increasing accuracy and more consistency. • To use tactics in the game as batter, bowler and fielder. E.g. hit the ball into space, bowl with speed, position yourself in space, select correct throw when fielding and work as a team.

		racket, cricket bat or rounder's bat).	<ul style="list-style-type: none"> To begin to bowl underarm towards a target. 		
Net Games	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	<ul style="list-style-type: none"> To hold a tennis racket correctly. To control the ball on the racket. To send and receive using the tennis racket to push the ball along the floor. To hit the ball using a forehand stroke with the tennis racket. 	<ul style="list-style-type: none"> To perform a forehand shot. To use the forehand shot to aim the ball at a stationary target. To hit the ball over a net. To return a forehand shot with some success. 	<ul style="list-style-type: none"> To hit the ball using forehand and backhand shots. To complete a rally using forehand and backhand strokes. To perform a serve and begin to use appropriate control and power. To use quick footwork to move around the court. 	<ul style="list-style-type: none"> To hit the ball using forehand, backhand, volley and serves. To complete a rally using a range of shots. To position themselves effectively on the court. <p>To use quick footwork to move around the court to return the ball and win a point.</p>
Athletics + Multi-skills	Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to	<ul style="list-style-type: none"> Throw a variety of objects using different recognised throws (tennis ball, vortex). Throw more accurately and over greater distances. Jump for height and distance with control and balance. To understand different, take off and landings when jumping (bending knees and controlling their balance). Run at different speeds according to event and instruction. 	<ul style="list-style-type: none"> Show differences between sprinting and running speeds over a variety of distances. To develop a rhythm to their running style. Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone Perform a range of jumps with consistency, sometimes approaching jump with a run up. Decide on ways to improve, run, jumps and throws and implement changes. 	<ul style="list-style-type: none"> Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes. Run as part of a team in relay style events and demonstrate max effort pace Perform a range of jumps e.g. standing long jump, triple jump, vertical jump. Demonstrate a range of throwing actions using different equipment with some consistency and control. Distinguish between good and poor performances 	<ul style="list-style-type: none"> Accurately and confidently judge across a range of athletics activities. Demonstrate accuracy and good technique when throwing for distance using a variety of equipment (tennis ball, vortex, Frisbee, netball and football). Show good technique and control for jumping activities e.g. standing long jump, triple jump, vertical jump with appropriate technique. Demonstrate improvement when working with self and others.

	achieve their personal best.	<ul style="list-style-type: none"> • Run as part of a relay team. 	<ul style="list-style-type: none"> • Work with others to score and record distance and times accurately • Compete in running, jumping and throwing activities and compare their own performance with previous. 	<p>and suggest ways to improve self and others.</p> <ul style="list-style-type: none"> • Understands how to increase their stamina and power to help them to perform well in different athletic events. 	<ul style="list-style-type: none"> • Choose appropriate run up distance as an individual for athletic jumps. • Use appropriate pace for different running distances • Can lead a short warm up and cool down.
Swimming			<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke • Perform safe selfrescue in different water-based situations 		

