

# Dinting Church of England Voluntary Aided Primary School

## Physical Education Policy

The school's vision statement is taken from Matthew 22 verse 39,

**“Love Your Neighbour as yourself.”**

*Dinting School aims to create a happy, secure, stimulating and challenging learning environment, in which each child can develop to their full potential. Dinting School aims to create a family atmosphere in which Christian care is offered to all members of the school community.*

*Christian values are built into the ethos and teaching at Dinting School, promoting attitudes of mutual respect and responsibility.*

## Introduction

At Dinting Primary School, we believe 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 PE policy establishes common codes of practice for staff and pupils and common administrative procedures. It also ensures that statutory and local requirements are followed and other national guidelines, such as codes of practice are considered.

Aspects of this document, for example policy regarding acceptable clothing, footwear and jewellery are set out on our website, prospectus and in newsletters so that parents know exactly what is required for Physical Education.

### b) Rationale

Our aim of establishing and applying safe-practice standards in Physical Education are to:

- enable pupils to participate in Physical Education that provides appropriate challenge with acceptable risk
- promote pupils learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life
- fulfil the provision of a broad, balanced and relevant curriculum for physical education through:
  - an environment that is safe for activity
  - adequately supervised activities
  - the use of regular and approved practice
  - progressive stages of learning and challenge
  - building a system of advice and the practice of warning

- the use of equipment for the purpose for which it was intended
  - providing basic care in the event of an accident
  - the use of forethought and sound preparation
  - involving pupils in the process of risk management
- ensure clear management responsibilities and organisation provide for safe systems of work
  - identify and provide for any professional learning needs the staff are likely to encounter in their work.

## Curricular Aims

1. To develop physical competence to excel in a wide range of physical activities, including competitive sports.
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
3. 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.
4. For pupils to be active for sustained periods of time and to develop an understanding of the positive effects of the exercise on the body, leading to healthy and active lives.
5. To develop the ability to work independently and respond appropriately and sympathetically to others.
6. To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

## Content

At Dinting primary school, our PE curriculum provides a broad base of movement knowledge, skills placing pupils in co-operative, collaborative and competitive situations which aim to cater for the preferences, strengths and needs of every pupil. We will develop their creative and expressive abilities and provide situations where pupils work independently, in pairs and in groups. They will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.

The curriculum embraces the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance. It is inclusive and every pupil has equal access irrespective of their age, gender, cultural or ethnic background. Whilst retaining its unique contribution to a pupil's movement education, PE has considerable potential to contribute to wider areas of learning and it is considered important that it is integrated into whole school planning to develop pupils' literacy, numeracy, science, PSHE and ICT skills, knowledge and understanding.

PE is delivered throughout the whole day. All classes have at least two hours of PE per week.

**PE is rarely cancelled.** We understand the importance of the subject contributing to all aspects of health. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements are made. If the indoor space is available, the activity is taught inside with modification or adaptation still allowing the learning intentions to be achieved. Our Scheme of work provides opportunities for 'classroom' PE sessions (adapted for indoor environments) so that children are still able to have their entitlement of physical activity when circumstances prevent us from using the outdoors.

## EYFS

We encourage the physical development of our children in the reception class as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate 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 and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Early Years Practitioners will:

- Plan activities that offer appropriate physical challenges and provide sufficient space, indoors and outdoors, to set up relevant activities
- Give sufficient time for children to use a range of equipment and whenever possible teach half the class in each session
- Provide resources that can be used in a variety of ways or to support specific skills
- Introduce the language of movement to children, alongside their actions
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

## Programme Management

### Planning and Preparing the Physical Education Programme

All our PE lessons are well-prepared and structured to contribute to safe learning situations. Good practice = safe practice.

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme, which ensures our children, are increasingly challenged as they move up through the school. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues. We create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

Each lesson includes a warm-up and cool down relevant to the main activity and learning environment/weather conditions. All pupils should be physically active for sustained periods of time in every lesson.

At Dinting School, the class teacher delivers PE to their own class and is supported by a teaching assistant. This provides opportunities to adjust activities to support children with SEND needs, and extend skills for children who are G&T. This not only develops and maintains their skills and understanding of the subject, but also because they know their pupils' personal, social and health needs and make appropriate cross curricular links where they exist.

Children with specific physical development concerns will have 1:1 support during PE, plus additional opportunities to practise and refine core stability and gross motor skills. These skills will be built into their IEP (individual education plan).

The importance of core values is a key element of the scheme. Social, Emotional and Thinking skills (SET) are promoted through every lesson so that children build resilience and a positive sporting mind set, in addition to skills and knowledge of individual sports.

Swimming takes place at Glossop pool for all Year 4 pupils, plus and Year 5 children who haven't achieved 25 metres, for 30 weeks of the year. Lessons are planned and delivered by the Glossop swimming instructors, and a qualified class teacher. The instructors will provide assessments at the end of each term and deliver a session, on water safety at the beginning of the programme.

### [Progression in the Physical Education Programme](#)

Carefully planned and graduated progression is fundamental to enabling pupils to improve safely their skill and understanding in Physical Education. All pupils should be enabled to achieve success in an environment that safely meets their needs.

The progression ladders in the scheme of work provide detailed descriptors for teachers to plan and build on skills learned previously. They also enable challenge and support to be built into lessons by clearly stating the steps before and after the skill being taught.

*Progression Ladder appendix 1*

*Long Term Progression appendix 2*

High quality PE lessons should include challenges for pupils, which involve developing:

- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical and mental well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair

## Personalised Learning in the Physical Education Programme

At Dinting Primary school, we have the highest expectations of pupils and believe they should have the opportunity to make safe progress at individual or small-group rates. None of our classes have a uniform level of ability or need to progress at the same rate, even if grouped or 'streamed' according to ability.

All pupils will learn if they are provided with appropriate learning conditions. Differentiated work or **personalised learning** involves matching the tasks to the students to enable progress at an appropriate pace. The progression ladders and SEND support materials enable teachers to personalise learning where necessary.

### *Example of SEND Support appendix 3*

In addition, our range, quality and availability of age and ability related equipment for most activities enable us to meet the specific needs of our pupils.

## Assessment of Pupil Progress and Attainment in PE

The Physical Education National Curriculum (2014) sets out the aims, purpose of study and content for physical education. It does not specify a detailed overview of the nature and content of learning. However, it does present attainment targets that pupils should reach by the end of each key stage and these targets are considered the minimum entitlement.

*At KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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.*

*At KS2: 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 succeed in different activities and sports and learn how to evaluate and recognise their own success*

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers.

Common methods used on a day to day basis include peer observation, analysing performance and using learner statements.

All these methods can be integrated into the learning activities to assess pupils' knowledge, skills and understanding. In addition, assessment information recorded in this way can be kept as sampled evidence and be helpful in moderating teacher's judgements.

Summative assessments are made by the class teacher at the end of each unit of work (usually the end of each half term). Each child in the class is assessed against the objectives in the scheme of work, which can be found on the Get Set 4 PE website. The pupils are judged as follows:

< towards the expected standard (indicates that a pupil will not always consistently demonstrate the criteria required)

= **is** working within the expected standard (indicates that a pupil demonstrates attainment of all the criteria within the expected standard)

> is working beyond the expected standard (indicates that a pupil demonstrates all of the criteria within the standard and beyond)

At the end of the academic year and overall judgement can be made using these half termly assessments.

## Clothing, Footwear and Personal Effects

All children should have a clearly named PE kit at school every day. Our PE kit consists of:

- A white t shirt
- Black shorts /leggings/tracksuit bottoms, no stripes, logos or other emblems

Trainers and or plimsolls – that fit properly and are different to shoes worn in school T-shirts and shorts are sold inexpensively at school and can be ordered from the school office.

PE kits should be taken home in the holidays for washing.

Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice and children with long hair must wear swimming hats or have it tied back

If the child is well enough to be in school, they are encouraged, unless on health grounds (broken bone), to take part. They should only miss PE lessons if this is requested by their parents, either by direct contact with the school or in a note to the teacher

Non participants should be included in the lessons. They can take the role of an evaluator, coach, score keeper etc.

Personal effects, such as jewellery, (including body piercings), watches, hair slides and sensory aids including glasses, should ideally always be removed to establish a safe working environment.

Long hair should be tied back for every lesson with a suitably soft item.

Our policy on clothing, footwear and personal effects is provided to new parents on their child's entry to the school. It is also on our website and annually provided in a newsletter when appropriate.

## Equipment

### a) Managing equipment

Pupils are taught to lift and carry equipment safely from an early age. They know how many people are needed to carry and place specific items of equipment and how to carry correctly. All equipment should be visually checked prior to using it to ensure it is safe to use, assembled correctly and not damaged or faulty. Pupils should be involved in reporting any faulty equipment in line with their age, ability and previous experience. In addition to the annual contractor (gymnastics and early years' outdoor equipment/surface) inspections, we have a system for staff to report faulty equipment.

Where equipment is deemed unsafe, but reparable, it is moved well away from the working area and clearly labelled as unsafe until made good.

Equipment condemned following an inspection is completely removed and disposed of.

### b) Mats/gymnastics equipment

Mats are designed to absorb impact when landing on the feet so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floor work (e.g. developing rolling).

## 7. Inclusion

All pupils are entitled to access a full programme of PE as possible. (Equality Act 2010)

To enable all pupils to enjoy suitable and safe participation and to demonstrate optimum inclusion as appropriate we try to gain as much knowledge of the specific learning difficulty, disability, medical condition or emotional or behavioural disorder and understand how the individual's condition affects them.

## 8. First Aid

The PE subject leader works with the 'appointed person/people' to plan first aid arrangements for sporting events off-site if they themselves are not trained. It is considered good practice by the school to have at least one of the PE 'personnel' trained so they can take control of first aid arrangements when taking part in physical activities and school sport off-site.

## 10. Enrichment Opportunities

We provide a diverse and quality assured extra-curricular programme with links, where possible, to local opportunities.

Our school is part of the borough PE and sports service which enables us to access a wide variety of leagues, fixtures, events and festivals. A record of who represents the school is stored on the school drive.

Healthy competition is central to both curricular and extra-curricular programmes. Fair play, tolerance, leadership and other values are taught through both.

Pupil voice drives decision making around the enrichment offer and participation data is used effectively to plan for further widening of opportunities.

Junior leaders of sport experience high quality training and are supported to be deployed across a range of lunchtime school sport opportunities

Policy reviewed September 2022

Policy to be reviewed September 2025







**Skills**

**Invasion Games Progression Ladder**

(invasion, handball, netball, basketball, football, tag rugby and hockey)

**Knowledge**



**Sending & receiving :** s&r consistently using a range of techniques with increasing control under pressure.  
**Dribbling:** dribble consistently using a range of techniques with increasing control under pressure.  
**Space:** move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.  
**Attacking:** confidently change direction to lose an opponent  
**Defending:** use a variety of defending skills (tracking, interception, jockeying) in game situations.

**Sending & receiving:** develop control when s&r under pressure.  
**Dribbling:** dribble with some control under pressure.  
**Space:** explore moving to create space for themselves and others in their team.  
**Attacking:** use a variety of techniques to lose an opponent e.g. change of direction or speed.  
**Defending:** develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.

**Sending & receiving:** develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.  
**Dribbling:** link dribbling the ball with other actions and change direction whilst dribbling with some control.  
**Space:** develop moving into space to help my team.  
**Attacking:** change direction to lose an opponent with some success.  
**Defending:** develop defending one on one and begin to intercept.



**Sending & receiving :** explore s&r abiding by the rules of the game.  
**Dribbling:** explore dribbling the ball abiding by the rules of the game under some pressure.  
**Space:** develop using space as a team.  
**Attacking:** develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.  
**Defending:** develop tracking opponents to limit their scoring opportunities.

**Sending & receiving:** developing s&r with increased control.  
**Dribbling:** explore dribbling with hands and feet with increasing control on the move.  
**Space:** explore moving into space away from others.  
**Attacking:** developing moving into space away from defenders.  
**Defending:** explore staying close to other players to try and stop them getting the ball.



**Sending & receiving:** explore s&r with hands and feet to a partner.  
**Dribbling:** explore dribbling with hands and feet.  
**Space:** recognise good space when playing games.  
**Attacking:** explore changing direction to move away from a partner.  
**Defending:** explore tracking and moving to stay with a partner.

**Sending & receiving :** explore s&r with hands and feet using a variety of equipment.  
**Dribbling:** explore dropping and catching with two hands and moving a ball with their feet.  
**Space:** recognise their own space.  
**Attacking & defending:** explore changing direction and tagging games.

**Year 6**

**Sending & receiving:** understand and make quick decisions about when, how and who to pass to.  
**Dribbling:** choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.  
**Space:** understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.  
**Tactics:** know how to create and apply a tactic for a specific situation or outcome.  
**Rules:** understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.

**Year 5**

**Sending & receiving:** know that not having a defender between myself and a ball carrier enables me to s&r with better control.  
**Dribbling:** know that dribbling in different directions will help to lose a defender.  
**Space:** know that by moving to space even if not receiving the ball will create space for a teammate.  
**Tactics:** understand the need for tactics and identify when to use them in different situations.  
**Rules:** understand and apply rules in a variety of invasion games whilst playing and officiating.



**Year 4**

**Sending & receiving:** know that cushioning a ball will help me to control it when receiving it.  
**Dribbling:** know that protecting the ball as I dribble will help me to maintain possession.  
**Space:** know that moving into space will help my team keep possession and score goals.  
**Attacking:** recognise when to pass and when to shoot.  
**Defending:** know when to mark and when to attempt to win the ball.  
**Tactics:** know that applying attacking tactics will help to maintain possession and score goals, know that applying defending tactics will help to deny space, gain possession and stop goals.  
**Rules:** know and understand the rules to be able to manage our own game.

**Year 3**

**Sending & receiving:** know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.  
**Dribbling:** know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.  
**Space:** know that by spreading out as a team we move the defenders away from each other.  
**Attacking and defending:** know my role as an attacker and defender.  
**Tactics:** know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.  
**Rules:** know the rules of the game and begin to apply them.

**Year 2**

**Sending & receiving:** know to control the ball before sending it.  
**Dribbling:** know that keeping my head up will help me to know where defenders are.  
**Space:** know that moving into space away from defenders helps me to pass and receive a ball.  
**Attacking:** know that when my team is in possession of the ball, I am an attacker and we can score.  
**Defending:** know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.  
**Tactics:** understand and apply simple tactics for attack and defence.  
**Rules:** know how to score points and follow simple rules.

**Year 1**

**Sending & receiving:** know to look at my partner before sending the ball.  
**Dribbling:** know that moving with a ball is called dribbling.  
**Space:** understand that being in a good space helps us to pass the ball.  
**Attacking:** know that being able to move away from a partner helps my team to pass me the ball.  
**Defending:** know that staying with a partner makes it more difficult for them to receive the ball.  
**Tactics:** know that tactics can help us when playing games.  
**Rules:** know that rules help us to play fairly.



**EYFS**

**Sending & receiving:** know to look at the target when sending a ball and watch the ball to receive it.  
**Dribbling:** know that keeping the ball close will help with control.  
**Space:** know that being in a space gives me room to play.  
**Attacking & defending:** know that there are different roles in games.  
**Tactics:** make simple decisions in response to a task.  
**Rules:** know that rules help us to stay safe.

# Appendix 2 Long term progression example



Get Set 4 PE

## Progression Journey: Games

through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.  
 NC: KS2: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

EYFS	1	2	3	4	5	6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.
Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.	Create and use space with some success in game situations.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

## Reduced Language

### summary

Each person with autism will have varying abilities with language and communication, but this is one of the main impairments. It is important to use minimal language, by reducing unnecessary words in a sentence, so that what they are processing the key words or ideas. Using imperative verbs, a sentence which gives a direction, along with using the person's name at the start is optimal.

### key points

- Develops communication.
- Aids understanding.

### tips for use

- Use the person's name to grab their attention first.
- Reduce unnecessary language.
- Use imperative verbs.
- Allow time for processing.

### example

Come on now, let's go and see what we're doing in PE.  
Are we playing inside or outside today?



Holly, PE time.

You need to hit the ball out into the field of play, avoiding the fielders then run around the bases to get home.



Paul hit the ball.  
Paul run around the outside of the cones.