

# PE Policy

## Thorntree Academy



**2020-2021**

<b>Approved by:</b>	Governing Body	<b>Date:</b> October 2020
<b>Last reviewed on:</b>	01.09.20	
<b>Next review due by:</b>	01.09.21	

## Contents

1. What is Physical Education.....	3
2. Curriculum Intent and Planning.....	3
3. Research .....	6
4. Sports Premium .....	7
5. Accountability .....	8
6. Whole School Development.....	9
7. Assessment.....	10
8. PE Kit .....	10
9. Extra Curricular .....	10
10. Inclusion .....	11
11.Communication .....	11
12. Timetables.....	11
13. Cultural Capital.....	11

## **1. What is Physical Education?**

At Thorntree Academy, we believe a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as teamwork and respect. PE lays the importance in the value of exercise and a lifelong interest in a range of activities. It also seeks to promote enthusiasm for physical activity and challenge.

## **2. Curriculum Intent and Planning**

Thorntree Academy believes that PE and school sport contributes to the holistic educational experience of pupils. Physical, social, moral, spiritual, cultural and emotional development are enhanced by the movement experiences that make up our broad and balanced PE curriculum. It is our belief that PE provides a range of experiences that form the basis for lifelong sporting and recreational activity, which inspires all pupils to succeed and excel in competitive sport, and other physically demanding activities within school and the wider community.

Lessons will provide opportunities for pupils to become physically confident and develop resilience in a way that supports their mental health, fitness and well-being. Opportunities to compete in sport and other activities will build character and help to embed values such as fairness, teamwork and respect.

### **2.1 Curriculum Implementation**

Our PE programme (medium and long term planning) and curriculum overview are designed to allow all pupils at Thorntree Academy the opportunity to achieve the curriculum aims. They are written specifically to meet the complex needs of our pupils to allow them to achieve their full potential in a fully inclusive approach. This will be achieved by:

- Offering a curriculum to develop skills in a broad range of physical activities.
- Providing sustained periods of physical activity- we provide all pupils with two hours of timetabled PE per week (within the curriculum)
- Developing pupil's mental health and wellbeing.
- Developing pupil's knowledge of their body: understanding which organs, muscles and bones that used during physical activity.
- Building on pupils existing skills and engaging them in competitive sports and activities.
- Promoting school club links wherever possible.

## **2.2 Planning the Curriculum**

In line with the academy's creative curriculum progression pathway, the PE curriculum at Thorntree Academy has been designed to address key development areas for the children within our school. During PE lessons, children will: use their knowledge of vocabulary and their meanings, use prerequisite knowledge to improve their gross and fine motor skills and develop a greater awareness of different sports from around the world. The PE curriculum will give the children the opportunity to learn progressive essential skills across a wide range of sports, developing a rich and deep subject knowledge through the enjoyment, experience and challenge of learning. They will also begin to understand the value of their learning and see how it is relevant to their future developing social skills including teamwork, respect and sportsmanship.

In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. At Thorntree Academy, it is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical/mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we will strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness and compete/perform and evaluate. These elements are always clearly identified both in lesson plans and on progression maps. All lessons are carefully differentiated which helps to ensure that learning is as tailored and inclusive as possible.

### **2.3 FS and KS1 objectives:**

- 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

### **2.4 KS2 objectives:**

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate (for example) and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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
- Be able to swim competently and proficiently for at least 25 metres

## **2.5 Scheme of Work and Progression**

Although year groups will cover the same sports (in line with the competition calendar), a clear progression pathway has been identified through a scheme of work. The curriculum design has been planned so that skills are built on year by year.

### **KS1**

The KS1 classes (Y1, Y1/2 and Y2) will cover 4 strands of PE across the 6 half terms. They will select from the following: throwing and catching, running and jumping, dance, invasion games and racket, bat and ball.

### **KS2**

Children in KS2 will learn about a different sport every half term.

<b>Term</b>	<b>Sport/Activity</b>	
<b>Autumn 1</b>	Tag Rugby	Dodgeball/body parts and positive effects of sport
<b>Autumn 2</b>	Football	
<b>Spring 1</b>	Basketball/Netball	Benchball/muscle groups and motor skills
<b>Spring 2</b>	Hockey	
<b>Summer 1</b>	Athletics	Orienteering/ Organs of the body (related to sport)
<b>Summer 2</b>	Cricket	

At Thorntree Academy, we will continue to provide all children with two hours of PE and school sport per week inclusive of the school day. This will be split into two 1-hour lessons each week: 1-hour skills based learning and 1-hour health-related activities/learning.

Skills based lessons will follow the scheme of work identified above providing the children with a well-rounded, holistic PE curriculum. However, the second hour of PE will have a health focus with lessons deliberately designed to have high intensity activities and short, intense bursts of exercise to improve the cognitive thought process and the children's working memory as well as participating in tasks designed to improve children's knowledge and vocabulary of the body including organs, muscles and body parts crucial to PE and exercise.

## **2.6 Health-related Lessons**

These sessions will have a health focus with lessons deliberately designed to have high intensity activities and short, intense bursts of exercise to improve the cognitive thought process and the children's working memory as well as tasks designed to improve

children's knowledge and vocabulary. This will be done through a range of reading style activities completed in fun relays against each other in teams/houses. During these lessons, children will develop their understanding of several key areas:

**Body Parts-** Children will be able to label body parts they use in specific sports. Labels will be age appropriate: Y3 will be expected to label head, arms, legs etc. whereas Y6 will be to name specific bones (cranium, humerus, femur etc.)

**Muscles Groups-** Children will be able to label the muscles they use in specific sports. Labels will be age appropriate: Y3 will be expected to label bicep, triceps, abdominals etc. whereas Y6 will be to name more complex muscles (quadriceps, gastrocnemius, trapezius etc.)

**Organs of the body-** Children will be able to discuss and label the vital organs of the body. Y3 will be expected to label heart, lungs etc. on the body whereas Y6 will not only label these organs but be able to discuss and identify key parts (e.g ventricles of the heart or alveoli of the lungs.)

**Keeping fit-** Children will be able to discuss how exercise and staying active keeps them healthy. Y3 will be able to explain how exercise has a positive effect on the body and mental well-being whereas Y6 will be discuss the science behind exercise: the role of the heart, the lungs and the blood and how they work together.

**Healthy eating and mental health-** Children will be able to identify what contributes to a balanced diet. Y3 will be expected to plan and identify healthy, balanced meals whilst Y6 will move on to discuss the effects of alcohol and smoking on the body through PSHE style activities.

**Knowledge organisers-** Children will be able to look into specific sports that they are learning about and retrieve key facts about the history, rules and famous athletes. This will allow children to develop their understanding of a broad range of sports and skills.

Children will also participate in high intensity, continuous sports like dodgeball, handball and orienteering during these lessons.

### **3. Research**

Before implementing this new scheme of work, a variety of theories and schemes were considered. Research carried out was not only to investigate the pedagogy of the lesson but also how children are able to learn, retrieve information and revisit how key information is 'unlearned' before finally stored in the long term memory.

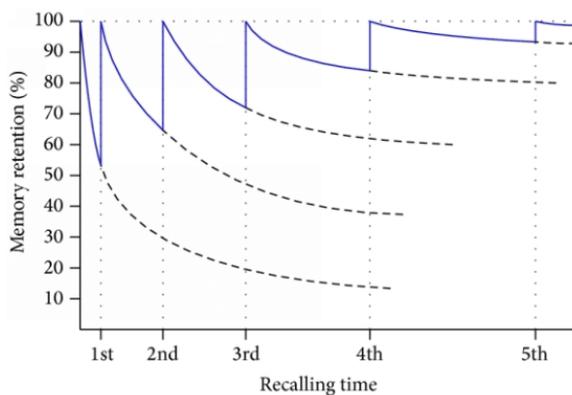
**Moreau and Waldie-** A study by Moreau and Waldie (2016), which involved 318 child participants aged 7-13 years suggested that High Intensity Interval Training (HIIT), a brief, quick-paced form of exercise, has been found to help school children perform better on tasks involving the working memory and cognitive control. A strong working

memory and effective cognitive control are considered important predictors for success in school and later in life, in the workplace.

**Ebbinghaus forgetting curve-** Ebbinghaus forgetting curve describes the decrease in ability of the brain to retain memory over time. The theory is that humans start losing the memory of learned knowledge over time, in a matter of days or weeks, unless the learned knowledge is consciously reviewed time and again.

## Ebbinghaus forgetting curve

---



**Key Idea:** after learning something, our memory of it will decline over time unless we retrieve or review it.

With this in mind, the health related PE sessions have been planned to deliver the same content over a series of 3 week: repeating the opportunities enhance learned knowledge, developing the children's working memory thus providing a curriculum that has a great chance to be stored into the long term memory. These lessons will go side by side lessons where the children are taught skills of specific sports. The idea of the health related PE sessions is to instil the concept of a well-rounded PE curriculum (understanding the body) alongside skills based lessons. The added aspect of HIIT activities will improve children's fitness and aim to develop working memory and cognitive control. The curriculum is planned to address key development areas for the children within our school: the use and knowledge of vocabulary and their meanings, using prerequisite knowledge to improve and nurture their skills/talents and having a greater awareness of the world of sport outside of their locality.

### **4. Sports Premium Funding**

The Government is providing substantial primary school sport funding to the value of £150 million per annum. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children. The sport funding can only be spent on sport and PE provision within schools. The primary PE and sport premium will be paid by the Secretary of State for

Education to the local authority. The authority will then distribute the premium to maintained schools in its area as stated in Section 14 of the Education Act 2002. In accordance with Section 16 of that Act, the Secretary of State lays down the following terms and conditions on which financial assistance is given in relation to the premium payable for the academic year 2020 to 2021.

### **Purpose of the premium**

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2019 to 2020 academic year, to encourage the development of healthy, active lifestyles. Information on how much PE and sport premium funding primary schools receive and advice on how to spend it has been published.

### **Basis of allocation**

Allocations for the academic year 2020 to 2021 are calculated using the number of pupils in years 1 to 6, as recorded in the January 2020 census, as follows:

- schools with 17 or more pupils receive £16,000 plus £10 per pupil
- schools with 16 or fewer pupils receive £1000 per pupil

### **How will the funding be spent at Thorntree?**

Thorntree Academy have been allocated £2460 in addition to the £16,000. As a school, we will spend the sport funding on improving provision at Thorntree Primary making additional and sustainable improvements to the quality of PE and sport we offer.

We aim to use the funding to:

- Increase the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles, including any additional provision for swimming funded by the premium.
- Raise the profile of PE and sport across the school as a tool for whole school improvement.
- Increase the confidence, knowledge and skills of all staff in teaching PE and sport.
- Provide a broader experience of a range of sports and activities offered to all pupils.
- Increase participation in competitive sport

## **5. Accountability:**

Schools will be held to account for how they spend the sport funding. Ofsted will strengthen its coverage of sport and PE within the Inspectors' Handbook and supporting guidance, so that schools and inspectors know how sport and PE will be assessed in future as part of the school's overall provision.

Inspectors will consider the impact of the primary school sport funding on pupils lifestyles and physical well-being. They will take into account;

- The increase in participation within a school.
- The increase and success in competitive school sport.
- How much more inclusive physical education curriculum has become.
- The growth in the range of the traditional and alternative sporting activities.
- The improvement in partnership work on physical education with other schools and other local partners.
- Links with other subjects that contribute to pupils overall achievement and their greater social, spiritual, moral and cultural skills.
- The greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health.

## **6. Whole School Development:**

In lieu of receiving the PE and Sport Premium funding, we have identified the following targets for the school improvement:

- To continue to provide all students with two hours of PE and school sport per week inclusive of the school day.
- To engage at least 50% of students in KS2 in extracurricular sporting activity every week.
- To utilise sports coaches/apprentices to support school sport, upskilling school staff and identifying gaps in children's learning.
- To engage at least 10% of KS2 students in leading, managing and officiating Sainsbury's school Games activities.
- To extend MAGT children through participation in sports competitions inside and outside of school.

## **7. Assessment in PE**

At Thorntree Academy we endeavour to provide an environment where:

- Assessment information is gathered from looking at what pupils already know, understand and can do.
- Assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well.

Subject data is submitted twice in an academic year. It identifies which children are working at the appropriate age related standard, those who are working below and those who demonstrate they can apply the required skills and knowledge across a range of contexts and independently. School has devised Key Performance Indicators to ensure that teachers are aware of the essential skills children need to be working at the expected level. These are ongoing across the academic year. Subject leaders use these when monitoring their subjects to ensure curriculum offer and content is appropriate.

## **8. PE Kit/Uniform**

All children must change for PE into a suitable kit. This consists of a white t-shirt, black/navy shorts and trainers that support the child's feet. During winter months, children are also able to wear tracksuit bottoms and sweatshirts during outdoor PE sessions.

There are some spare PE kits in school; these are available in each cohort. Should children forget to bring a suitable PE kit for lessons, parents/guardians will be contacted and asked to bring a suitable change of clothes to school. If this option is not available, a spare kit will be issued. If children continually forget their PE kit, staff should inform the subject leader and a letter will be sent home.

## **9. Extra-Curricular Activities**

Due to the current pandemic, no afterschool clubs will take place until October 2020 at the earliest. Plans are in place to start afterschool clubs once children settle into the new working timetable. However, we will only do this when it is deemed safe to do so.

When a decision has been made that is supported by SLT and the government, afterschool sports clubs will be available from 3:00pm to 4:15pm on select days. Any children attending sports clubs will need an indoor PE kit and must be collect by an adult from the main reception at 4:15pm.

Lunchtime sports clubs will be provided to class bubbles and have been identified in the Reopening Strategy provided by SLT.

## **10. Inclusion**

All pupils should be included in all elements of PE learning. The PE subject lead and/or SENCO will advise on adjustments to the skill and knowledge being taught for children with special needs. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

## **11. How is physical education communicated?**

The subject leader of PE, alongside SLT, is responsible for the monitoring PE and sport in school. Regular lesson observations and data analysis are used to inform the current standards within PE. This information is then communicated with governors through a formal written report and presentation. Timescales and deadlines can be found in our current whole school monitoring plan.

## **12. Timetables**

All children at Thorntree Academy will be provided with 2 hours of PE per week inclusive of the curriculum. The subject leader will be tasked to complete a timetable for every half term ensuring that children at Thorntree Academy take part in a broad range of sports and physical activity. Timetables will be sent out to all staff, saved on the school network and be available at the school office.

## **13. Cultural Capital and Enrichment**

At Thorntree Academy, we seek to provide children with as many relevant and engaging learning experiences as possible. Over the course of the academic year 2020-2021, the additional enrichment activities children receive will be recorded leading to the creation of a 'Thorntree Activity Passport'. This document will detail the memorable learning activities children will experience in each year group.