



**EVERY CHILD MATTERS ACADEMY TRUST**  
**WELLGATE PRIMARY SCHOOL**  
**PE Policy & long-term plan**

*The terms Trust and School (and levels within e.g., governors and trustees) are interchangeable and apply to all schools within the Trust*

## **AN OVERVIEW OF PE**

At Wellgate Primary School we aim to provide a well - balanced curriculum which covers the statutory requirements of the PE National Curriculum 2014.

In the EYFS, opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences.

Pupils in both KS1 and KS2 engage in the minimum of one hour of high-quality PE during the course of each week.

In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities.

At KS2 pupils continue to apply and develop a range of skills and units of work including a variety of invasion, net / wall and fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities.

We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play and teamwork. We plan a range of activities that encourages children to develop their creative and expressive abilities, through improvisation and problem-solving. They are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness.

All children are encouraged to join clubs and extend their interest and involvement in sport.

At Wellgate we endeavor to:

- Increase participation in High Quality Physical Education.
- Increase participation in High Quality Informal Activity.
- Increase attainment and achievement through PE and Sport.
- Improve behavior and attitude in PE, Sport and throughout the whole school.
- Increase participation in competitive and performance opportunities.
- Increase involvement in community sport and improved quality of community life.



### **THE NATIONAL CURRICULUM FOR PE 2014 AIMS TO: -**

- Provide a broad and balanced curriculum, and seek to develop in children an awareness of the importance of exercise, and the desirability of an active way of life.
- Enable children to develop and explore physical skills with increasing control and co-ordination.
- Encourage children to work and play with others in a range of group situations.
- Teach children to recognise and describe how their bodies feel during exercise.
- Develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

### **TEACHING OF PE**

PE lessons are taught on a weekly basis, consisting of a minimum of 1hr session per week. Lessons focus on the specific areas of learning taken from the Programmes of Study.

Teachers use schemes of work focusing on developing knowledge and key skills whilst making cross- curricular links to other subjects whenever possible.

Each lesson is adapted to challenge pupils and provide opportunities for children of all abilities to develop their physical, communication and interaction and cognitive skills.

A timetable of the sports covered by each year group, over each half term, can be found in the school's long-term plan.

### **THE AREAS OF PE TAUGHT IN EACH PHASE/YEAR GROUP**

PE is taught in line with the National Curriculum 2014. Each year group covers all areas of the subject as set out in the NC 2014 document. They are:

At Key Stage 1: - Dance, Games and Gymnastics

At Key Stage 2: - Dance, Games, Gymnastics, Athletics and Outdoor Activities, (with Year 3 pupils having additional swimming and water safety lessons.)

### **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 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.

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.



## KEY STAGE 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They 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, throwing and catching 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 athletics and gymnastics].
- 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.

## TIME ALLOCATION

Each class is timetabled at least one session in which they have priority of access over hall or playground. In addition, every class is expected to participate in the daily mile challenge at some point within the afternoon when it is convenient to them.

## UNITS OF WORK

The class teacher should identify from the curriculum map the 5–7-week unit of work their class will be following. Each teacher must submit a detailed medium-term plan which clearly shows the learning intention, success criteria, vocabulary, teaching input, activities and plenary for each lesson within the Gymnastics, Dance and Games units.

Swimming lessons are planned and taught by trained instructors who plan targets for each ability group. Children should be allocated time during the plenary of the lesson to evaluate themselves against the outcome.



## **INDIVIDUAL LESSONS**

Individual lesson plans may be taken directly from available resources and adapted to suit the class. If the class teacher is confident, he/she may choose to plan the lessons in their entirety. This is, in many ways, preferable, but teachers should ensure they plan to the weekly learning intentions of the unit of work. This will ensure logical progression throughout the unit of work and means skills will not be taught in isolation and there is a clear end objective. This objective may be realised explicitly in the final lesson. For example, with a performance in Dance, or a full (age appropriate) rules tournament in Games.

## **BASIC LESSON STRUCTURE**

1. Warm up - 3 to 5 mins gentle exercise or stretching.
2. Introduction (or Revision) - individual or pair work.
3. Development - more challenging tasks in small groups.
4. Conclusion - transfer of skill/s learnt to final activity e.g., playing small sided games or performing a sequence in Gymnastics.

## **RECORDING AND ASSESSMENT**

The PE Curriculum Framework will serve as a record of the broad topics covered (units of work) in each activity area for subsequent teachers to refer to. In line with overall school policy, teachers should make notes of significant achievement against the progression maps for each PE unit. During swimming lessons, distances achieved and National Swim Awards passed should be noted and the PE coordinator informed. However, end-of-year reports should remain firmly focused on qualitative judgements based on observation of achievement and progress made. The following criteria should be taken into account and questions answered:

- Pupil record of participation.
- Social and emotional interaction within Pe lessons
- The overall physical skill and ability of the pupil.

## **INCLUSION**

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.



- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented coordinator. They may then be further extended.

### **SPORTS PREMIUM / OUT-OF-SCHOOL HOURS LEARNING (OSHL)**

Through the Government funding for sport, Wellgate is able to provide a high quality of PE and raise the level of participation in sport.

Through working with outside organisations, our pupils to take part in Inter-school festivals and competitions and so have increased participation in competitive and performance opportunities.

We also have an extra-curricular programme which compliments and supplements the range of activities covered in curriculum time.

### **HEALTH AND SAFETY**

#### **PE KIT**

##### **Indoor Activities**

- Black or Navy shorts (including cycling shorts).
- White round necked T-shirt.

##### **Outdoor Activities**

- Black jogging bottoms or shorts and jumper.
- White round necked t-shirt.
- Trainers.

##### **Swimming**

- Girls should wear a full Swimming costume.
- Boys must wear trunks or swimming shorts.

Long hair must be fastened back and jewellery/personal effects will be removed.

If the child has just had their ears pierced and cannot remove them then a piece of tape should be placed over the piercing until the piercings are able to be removed.

If a child forgets their PE kit, teachers may provide spare kit if available.

If no kit is available, the child will remove their shoes and socks before taking part if the lesson is indoors. If the lesson is outdoors, they should wear their uniform and take part unless they are wearing inappropriate footwear.



## GENERAL POINTS

- Members of staff, where possible, will change their clothing and footwear to teach physical education. If this is not possible all staff members will ensure that they are wearing suitable clothing with a change of footwear.
- When the lesson is indoors pupils will wear their PE kit with bare feet at all times. If a child has verruca's they will can also take part in bare feet or wear a non-slip sock. (AFPE 04/2021).
- Pupils will be taught safe ways to lift and carry equipment. Equipment used will reflect the age and ability of the pupils. Equipment will be stored safely in a PE store/cupboard or around the hall, and will be replaced safely after use.
- Pupils will be supervised at all times, and will be encouraged to work in a positive disciplined manner. They will not be allowed onto apparatus until the teacher has checked it.

## ACCIDENTS

For minor injuries (bruises and bumps) children should be encouraged to continue where possible, but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

## MEDICAL CONDITIONS

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold, dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

## EQUIPMENT

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the pairs method of carrying Gymnastics apparatus (to ensure consistency throughout the school).

## LOCATING EQUIPMENT

Gymnastics equipment for all classes is kept in both key stage 1 and key stage 2 hall. Core Games and play leaders equipment is kept in two PE Stores in the playground (the key is available from the School Office). There is also some equipment stored in the first three cupboards within the key stage 1 hall. EYFS physical development equipment is stored in their cupboards of the outside area.



## Foundation stage and KS1

Pupils should develop fundamental movement skills, 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.

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.

Foundation Stage 1		
Autumn	Spring	Summer
Fine Motor Skills Stability 1	Gymnastics – travelling, stopping & making shapes Gymnastics – parts high & low	Locomotion 1 Athletics 1

Foundation Stage 2		
Autumn	Spring	Summer
Locomotion 2 Dance - Seasons	Gymnastics – flight – bouncing, jumping & landing Object manipulation	Athletics 1 Target games 1

Year 1		
Autumn	Spring	Summer
Invasion Games 1 Dance - Animals	Gymnastics - pathways Net/wall skills 1	Athletics Striking and fielding games 1

Year 2		
Autumn	Spring	Summer
Invasion games 2 Dance- Fire of London	Gymnastics – Stretching, curling and arching Net wall skills 2	Striking and fielding games 2 Tri/Golf

## KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They 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, throwing and catching 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 athletics and gymnastics]
- 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.

<b>Year 3</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Swimming	Gymnastics – symmetry and asymmetry Invasion games - Netball	Athletics Striking and fielding –throwing and catching skills rounders

<b>Year 4</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Invasion Games - Basketball Dance - Romans	Tag Rugby Gymnastics – Arching and Bridges	Net/Wall Games – Tennis Striking and fielding –cricket

<b>Year 5</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Invasion Games - Hockey Dance – British Values OAA - residential	Invasion Games - Netball Gymnastics – Matching, Mirroring & Contrasting	Athletics Rounders

<b>Year 6</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Invasion Games -Tag Rugby Dance –Through the ages	Gymnastics – Counter Balance & counter tension Invasion games – Basketball OAA - residential	Striking and fielding –cricket Net/Wall Games – Tennis

Additional swimming is offered to pupils who do not achieve 25m in year 3 when they are in years 5 and 6.





## Wellgate Primary School – Long Term Plan for Years 1 and 2

Pupils should develop fundamental movement skills, 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.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.

### Games

- Use the terms ‘opponent’ and ‘team-mate’
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics
- Lead others when appropriate
- Athletic activities are combined with games in Years 1 and 2.

### Dance

- Copy and remember moves and positions.
- Move with careful control and coordination.
- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea.

### Gymnastics

- Copy and remember actions.
- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Travel by rolling forwards, backwards and sideways.
- Hold a position whilst balancing on different points of the body.
- Climb safely on equipment.
- Stretch and curl to develop flexibility.
- Jump in a variety of ways and land with increasing control and balance.



## Wellgate Primary School – Long Term Plan for Year 3 and 4

Pupils should be taught to:

- 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.
- 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.

Swimming, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations.

<b>Games</b>	<b>Dance</b>	<b>Athletics</b>	<b>Gymnastics</b>	<b>Outdoor and Adventurous</b>
<ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practicing moves and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>• Sprint over a short distance up to 60 metres.</li> <li>• Run over a longer distance, conserving energy in order to sustain performance.</li> <li>• Use a range of throwing techniques (such as under arm, over arm).</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> <li>• Jump in a number of ways, using a run up where appropriate.</li> <li>• Compete with others and aim to improve personal best performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g., in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> <li>• Swing and hang from equipment safely (using hands).</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> <li>• Remain aware of changing conditions and change plans if necessary.</li> </ul>



**Wellgate Primary School – Long Term Plan for Year 5 and 6**

Pupils should be taught to:

- 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.
- 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.

<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Use forehand and backhand when playing racket games.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Compose creative and imaginative dance sequences.</li> <li>• Perform expressively and hold a precise and strong body posture.</li> <li>• Perform and create complex sequences.</li> <li>• Express an idea in original and imaginative ways.</li> <li>• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>• Perform complex moves that combine strength and stamina gained through gymnastic activities (such as cartwheels or handstands)</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Combine sprinting with low hurdles over 60 metres.</li> <li>• Choose the best pace for running over a variety of distances.</li> <li>• Throw accurately and refine performance by analyzing technique and body shape.</li> <li>• Show control in take-off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> <li>• travelling</li> <li>• swinging</li> <li>• flight</li> <li>• inversions</li> <li>• bending, stretching and twisting</li> <li>• gestures</li> <li>• balances</li> <li>• springing</li> <li>• vaults</li> <li>• rotations</li> <li>• linking skills.</li> </ul> </li> <li>• Hold shapes that are strong, fluent and expressive.</li> <li>• Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>• Vary speed, direction, level and body rotation during floor performances.</li> <li>• Practise and refine the gymnastic techniques used in performances (listed above).</li> <li>• Demonstrate good Kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> <li>• Use equipment to vault and to swing (remaining upright).</li> </ul>	<p><b>Outdoor and Adventurous</b></p> <ul style="list-style-type: none"> <li>• Select appropriate equipment for outdoor and adventurous activity.</li> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a range of devices in order to orientate themselves.</li> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>
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<b>Reviewed By</b>	<b>C.Hawley</b>	<b>Date</b>	<b>18/01/2024</b>
<b>Endorsed By</b>	<b>K. Richardson</b>	<b>Date</b>	<b>18/01/2024</b>
<b>Approved By</b>	<b>k. Richardson</b>	<b>Date</b>	<b>18/01/2024</b>

**Next Review Date- January 2026**