



# Castlecroft Primary School



# Physical Education Policy

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**Policy Adopted/updated:** May 2023

**Policy to be reviewed:** May 2024

## Contents page:

PE at Castlecroft	3
Aims and objectives	4-6
How this policy was developed	6
Key roles in PE	6-7
Intent	8-11
Implementation	11-12
Impact	12-14
Contribution of PE to other curriculum areas	15
SMSC development	15-16
Equality & Inclusion	17-18
Equal Opportunities	18-19
Monitoring, Evaluation & Review	19
Parental involvement	19-20

## PE at Castlecroft:

P.E. & Physical Activity play an important role in developing children as a whole. All children are entitled to benefit from high quality PE provision and there is significant evidence to show that this supports other learning right across the curriculum. PE & Physical Activity also contribute to healthy, active lifestyles, improve emotional wellbeing, reduce poor behavior, increase attendance and develops key skills such as leadership, confidence, social and team building skills.

PE is an essential part of our curriculum at Castlecroft, and the school has been awarded the School Games Platinum Award for the breadth of opportunity provided to pupils and for their high levels of participation

## Aims & Objectives:

### Physical Education Mission Statement March 2022

**“For all children at Castlecroft Primary School to experience excellent physical education, competitive school sport and physical activity that will lead to a life-long interest and participation in sport as part of a healthy and active lifestyle.”**

#### Overview of Subject

Regular participation in sport and physical activity can help to reduce the risk of heart failure; improve physical fitness; help with weight management; promote good health; instil self-discipline; develop skill; improve self-confidence; reduce stress and develop lifelong learning skills.

Our Aim at Castlecroft Primary School is to continually improve and increase the quality and quantity of PE and physical activity for all children, to show how PE and physical activity can enhance childrens’ attainment and achievement and create pathways for them to continue to be active beyond school. We continually develop and update our links to outside agencies and clubs which help to generate positive interaction in the school and community. We are striving towards improving the delivery of teaching and learning of PE in order to promote participation, progress and performance.

At Castlecroft, we recognise the impact that the provision of high-quality PE and school sport curriculum has on the whole school and that it can lead to whole school improvements. By the time the children leave our school, our aim is for the children to develop and demonstrate the following personal qualities:

- A strong desire to learn & make progress.
- High levels of dedication, attendance and involvement in PE and school sport.
- Good levels of positive behavior such as politeness, fair play and helpfulness.
- High levels of enjoyment and enthusiasm and a strong desire to get involved.

We believe a high-quality PE curriculum should be an integral part of the whole school Curriculum and one that staff, pupils and parents understand and can contribute to, which is why it is included in our School Development Plan, displayed on our school website and promoted throughout school in the form of interactive displays. Castlecroft recognises the values that a high-quality PE and school sport curriculum gives pupils and the 7 School Games values; **Passion, Self-Belief, Respect, Honesty, Determination, Teamwork and Eco-**

**friendly**, underpin our PE lessons, extra-curricular and competitive school sport offering.

Our PE curriculum aims to ensure that all pupils develop the fundamental skills and competence to excel in a wide range of physical activities by providing a broad & balanced curriculum with opportunities for all to be enjoyed. We value the benefits of PE and sport to build children's self-confidence, esteem, self-worth and resilience which is character building and essential for our pupil's development.

A high-quality PE curriculum will develop physical literacy and will allow pupils to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. It also contributes to the development of a range of important cognitive skills such as decision making and analysis, and social skills such as teamwork and communication.

Physical education encourages pupils to be active and supports them in their understanding of how to participate safely and effectively. They understand the barriers to participation and work to overcome these for themselves and others

Our PE curriculum will be inclusive and ensure that pupils of all abilities and those with disabilities access the range of activities we offer and that they are physically active for sustained periods of time in order to encourage them to lead healthy, active lives. There will also be opportunities for pupils to take on leadership roles in which they can build character and embed values such as fairness and respect.

A high-quality physical education curriculum can inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We have a program of intra and inter school competitions which provide opportunities for pupils to participate in competitive sports and activities both in and beyond the curriculum. This will mean that pupils have the opportunity to participate at all of the four levels of competitive sport: **Intra-school competitions, local inter-school competitions, county provision/offer, and the School Games National Finals.**

We are continually striving towards improving the delivery of the teaching & learning of PE in order to promote participation, progress and performance.

Our school also recognises the impact that the provision of a high-quality PE and school sport curriculum has on the whole school and that it can lead to whole school improvements. It is our intention when teaching the PE curriculum, we develop the enjoyment of physical activity and strive to improve the importance of health and wellbeing.

We strive to ensure that all our pupils receive a well-rounded learning experience when participating in different sporting activities, learning the importance of health and wellbeing and equipping them with the necessary values and tools to achieve in our school and beyond. It is our intention to engage pupils in the possibilities of sport to develop a passion for being active, healthy and the confidence to try new things and build resilience and determination with all they do. We strive to provide high quality PE and sports teaching in both curriculum and after school clubs. We aim to ensure that within their own level of ability all children can achieve and experience success, thereby enabling them to reach their full potential. We value the benefits of PE and sport to build children's self-confidence, esteem and self-worth which is character building and essential for our pupil's development.

## How this policy was put together:

This policy was drawn together by the subject leader with support from the Youth Sport Trust working alongside a member of the Senior Leadership team and our cluster School Games Organiser. Staff, governors and pupils were consulted on the policy before it was adopted by the full governing body. The policy will be reviewed and put before governors at least every two years but more regularly where key changes are made.

## Key roles in PE:

### **The PE Leader is responsible for:**

- ✓ this policy and its implementation including supporting staff in the delivery of PE.
- ✓ ensuring that the governing body is kept up to date with any actions and initiatives that are relevant to the subject.
- ✓ writing the relevant part of the School Improvement Plan (SIP) and providing the headteacher and governing body with regular reviews of the SIP.
- ✓ completing activities to monitor the quality of PE education and use this to identify staff training needs and arrange or deliver CPD
- ✓ To encourage other members of staff in their teaching of PE and to give support where appropriate.
- ✓ To keep up to date with current good practice and with national changes within the PE curriculum.

- ✓ To evaluate and update the Policy and Scheme and resources on a regular basis.
- ✓ To manage a budget to purchase in line with the school's needs including the Sports Premium Additional Funding.
- ✓ Ensuring all relevant documentation and evidence for PE initiatives are available to be put on the school website.
- ✓ To support members of staff in the use of effective planning, assessment and recording systems.
- ✓ To oversee an annual inspection of all PE equipment with external agency.
- ✓ To maintain a high standard of PE teaching in his/her own classroom and ensure that PE keeps a high profile within the school, through sports activities, external support, etc.
- ✓ Apply for the School Games Mark
- ✓ Oversee the coordination of school sport competitions in line with the School Games Organiser.

**The Governing body are responsible for:**

- ✓ ensuring the effective delivery of the National Curriculum in PE
- ✓ ensuring the effective delivery of the planned PE curriculum
- ✓ identifying a link governor to liaise with the PE co-ordinator and update the governing body with regular link governor reports annually.

## Intent:

We endeavour to provide high quality PE and sports teaching in both curriculum and after school clubs. We aim to ensure that within their own level of ability all children can achieve and experience success, thereby enabling them to reach their full potential.

All lessons from Reception-Year 6 are planned using the **Striver PE Scheme**. The Striver Scheme supports all requirements of the National curriculum and provides specialist and non-specialist teachers with lesson plans, assessment opportunities, clear progression and engaging activities and resources. The Striver Scheme supports all requirements of the National curriculum. Lessons focus on improvement in performance, competition and social and mental development. A progression of skills is used with each year group, which enables pupils to build on and develop their skills each year for each area, with regular assessments in each lesson. The children's progress in PE is accessible by all teachers meaning all teachers have an active role in promoting the profile of physical activity, sport and PE.

Topics have been chosen for their ability to link closely with the Competitive School Sport Offering across the City.

### Topic Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery			Ball Skills Dance		Sports Day Activities & Sports Day	
Reception	Agility, Space & Movements	Gymnastics: Balance	Ball Skills	Catching & Throwing  Teamwork & Leadership	Skills Based Challenges  Yoga	Athletics  Personal Care
Year 1	Games  Gym - beginning gym journey - balancing  Yoga	Dance - Bhangra  Games  Mindfulness	Gym – mirroring & copying/ travelling & jumping  Games  Sleep	Games  Gym – linking shapes & rolls  Teamwork & Leadership	Dance  Games  Nutrition	Athletics  Dance  Personal Care
Year 2	Games  Gymnastics – linking mirroring & balances  Yoga	Dance - Bhangra  Games  Mindfulness	Dance  Games  Sleep	Gymnastics – apparatus  Games  Teamwork & Leadership	Gymnastics – balance & travel  Circuit Sessions  Nutrition	Athletics  Games  Personal Care



Year 3	Athletics Gymnastics – contrasting shapes – matching, mirroring & linking Yoga	Dance – bhangra/school production Netball Mindfulness	TAG Rugby Hockey Sleep	Gymnastics – rolling & turning / twisting & spinning Outdoor & Adventure Teamwork & Leadership	Gymnastics – jumps & leaps Football Nutrition	Cricket Athletics Personal Care
Year 4	Athletics Gymnastics – matching, contrasting & linking Yoga	Dance- bhangra/school production Basketball Mindfulness	Gymnastics – stands, balances & rolls Handball Sleep	Gymnastics – mirroring routines Outdoor & Adventure Teamwork & Leadership	Swimming Tennis Nutrition	Rounders Athletics Personal Care
Year 5	Swimming Athletics Yoga	Dance - bhangra/school production Mindfulness	TAG Rugby Hockey Sleep	Gymnastics – rolls Outdoor & Adventure Teamwork & Leadership	Football Netball Nutrition	Cricket Athletics Personal Care
Year 6	Athletics Gymnastics – balances & performances Yoga	Swimming Dance - bhangra/school production Mindfulness	Swimming Basketball Sleep	Swimming Handball Teamwork & Leadership	Tennis Rounders Nutrition	Swimming Athletics Personal Care

## **Nursery PE Activity Overview**

### **Autumn**

Gym: Use of Space – Moving around the hall. Basics & Safety Rules – Listening, following instructions, staying safe.

Games: Introducing parachute.

Dance: Floor work & spatial awareness (Sticky Kids)

Prime Areas - Use large and small motor skills to do things independently. Using outdoor climbing equipment and slides.

### **Spring**

Dance: Movement & Music

Games: Enjoy starting to kick, throw and catch balls.

Prime Areas - Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills. Skip, hop, stand on one leg

### **Summer**

Gym: Travelling/Awareness of body parts – Use of benches and mats. Crawling, hopping, rolling. Balancing on different points of the body.

Games: Preparing for sports day, learning how to race and what the different races are. Learning to cheer on our friends. Learning about winning, losing and taking part.

Prime Areas - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To negotiate obstacles with consideration for themselves and others.

Our lunchtimes at Castlecroft are also an important time for children to engage in physical activity and for all children to have the opportunity to engage in at least 60 minutes of physical activity a day. There is a weekly sport Rota which is followed by all lunch time supervisors and supported by our PE coaches. This allows our children to have a broad and well-rounded opportunity to engage in physical activity, play competitive sport, follow rules and develop team skills.

Children in Year 6 and 5 participate in a swimming curriculum for 10 weeks a year. This is essential in teaching them this important life skill as well as life saving techniques. Children in Year's 4 and 6 are invited to attend a residential trip where they will undertake various outdoor activities such as climbing, canoeing. Our aim is to further develop our offer of outdoor, adventurous activities to children in other year groups

## **EYFS**

In additional to the Striver Scheme of work for our Reception class, we offer daily playful opportunities for children to engage in physical activity both in and outdoors. Our children have access to free flow play for sustained periods of time and are encouraged to use our large outdoor environment including our forest school, mud kitchen, play equipment and large sandpit. We access this environment all year round and in all weather conditions to support the development of gross and fine motor control, balance, coordination, confidence and problem-solving skills. We explore meditation, yoga, and massage and relaxation techniques and share a range of healthy snacks to develop our understanding of the importance of a balanced and healthy lifestyle.

## **Bad Weather**

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements are made. These may include class-based activities related to the planned activity or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Whenever it is impossible to teach the planned PE lesson, this should be recorded, and teachers should endeavour to revisit the learning as soon as is practical.

## **Extra-Curricular Sports Clubs**

All children at Castlecroft from Reception to Year 6, have access to a variety of extracurricular sports and activities covered at different points in the year: Football, Netball, Gymnastics, Cross Country, Athletics, Multi-skills, Cricket

## **Competitive School Sport**

There are progression routes for children who enjoy PE to take things further. Children have the opportunity to participate in a wide range of competitions organised by the City Pass Team. Our participation and success in sporting events raise the profile of PE further and creates even more enjoyment of physical activity.

Children are also regularly given the opportunity to participate in inter-school festivals and competitions at Smestow Secondary School.

## **Sports Day**

All of our children participate in the annual Sports Day whereas part of their house, they compete for the House Cup, fostering a feeling of togetherness and sharing responsibility and ownership.

## **Implementation:**

Children at Castlecroft undertake 2 weekly PE sessions, taught through a combination of class teachers and the school PE coordinator. In KS2 the PE coordinator teaches 1 lesson per class per week, the class teacher teaches the other. In KS1 and Reception, the class teacher teaches both lessons. All lessons are planned in consultation with the PE Coordinator.

All children have the access to an inclusive curriculum. Support is provided for SEND children in line with other subjects and differentiating using the STEP framework (**Space, Task, Equipment, People**) to help adapt, differentiate and extend PE lessons, meaning every child accesses consistent opportunities and input across the school.

## **Unit Overview**

Each class studies 2 different units per term alongside a standalone 'well-being' unit. Each unit is made of 6 lessons progressive lessons, each building on the last. For each unit there is a summary and prior learning.

### **Lesson Format**

A typical lesson format and structure is as follows;

- Learning Objectives
- Success Criteria:
- Key Vocabulary:
- Equipment & Resources:

1. Warm-up - 15minutes
2. Main Activity - 30 mins
3. Cool Down - 5 mins

Timings are based on lessons of one hour. This includes time at either end of the lesson for children to get changed. Timings may need to be adjusted accordingly if the lesson is less than one hour.

Children evaluate and reflect upon their own performance as well as the success of their peers and are also encouraged to set their own challenges in order to achieve a personal best. Teachers enable children to practise and perform in a range of styles such as individual, paired, group and whole class situations.

We operate a House based points system at Castlecroft: Green (Malvern), Red (Clee), Blue (Clent) and Yellow (Wrekin). During PE lessons intra-school competition activities take place between houses.

### **Health and safety**

We encourage the children to consider their own safety and the safety of others always. The school's health and safety policy also requires that we should monitor sports equipment for safety, prepare risk assessments and an emergency action plan for physical activity and ensure there is appropriate supervision at all times.

Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on LA courses.

All pupils must be taught how to handle and carry apparatus and resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

## Impact:

Children at Castlecroft follow the National Curriculum for PE and work at levels appropriate to their ability. It is expected that most children will achieve the standard of the appropriate End of Key Stage Description. In the teaching and learning of PE we can identify a number of objectives. The children will have the opportunity to:

### **Early years**

- To have the confidence to take risks.
- To be able to move in a variety of ways and speeds safely and accurately such as balancing, climbing, running, jumping, hopping, dancing and pedaling.
- To have a sense of spatial awareness, move safely and avoid obstacles.

### **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 meters
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

By implementing a monitoring & reviewing assessment system of PE through their use of the Striver PE Scheme, we can measure the impact and progress of the quality & provision within our school which will lead to overall whole school improvement.

### **General Impact for data 2020-2021**

- Cool Kids has continued and 4 out of 6 terms had after school clubs running. COVID restrictions meant a revamp of the way clubs were delivered; this has allowed us to offer more clubs to a greater variety of children, working within their own cohort. In total, 19 clubs were run covering 7 different sports. Across Years 1-6, 61% of children attended a club. Format of clubs to be considered going forward to next school year to take into account revised COVID structure.
- School Facebook page used to promote sports clubs and raise school community awareness, as COVID restrictions have limited parent involvement in school.
- Face to face Staff CPD and courses have not been able to run due to COVID. However, a number of online courses and seminars have been viewed by PE coordinator run via Connect Ed. Staff have also worked closely with PE Coordinator to observe and assist with after sports clubs to develop knowledge and understanding. - Year 3,4,5 class teachers.

- After school sports club offering revamped and a greater variety of clubs offered.
- Sports day completed in line with COVID guidelines, Trial of phased days for 2-year groups at a time went well and allowed increased participation by all children. Positive feedback received from all staff. Videos and pictures shared via Facebook with parents that were unable to attend. Inter School Competitive sports cancelled due to COVID however, Intra-Sport competitive activities developed to cover intra class football competitions, cricket matches, a competitive mile run and netball competition.

## Contribution of PE to other curriculum areas:

### **English**

PE contributes significantly to the teaching of English in our school by actively promoting the skills of speaking and listening. Through working with others, children develop their ability to communicate ideas effectively and as part of a team. Other tasks involve creating own games and planning their delivery.

### **Mathematics**

PE contributes to the teaching of mathematics through the measuring and recording of data from lessons to map navigation and the reading of coordinates in orienteering.

### **Science**

PE contributes to the teaching of Science through the understanding of the impact of sport on the body. A particular focus is the circulatory system and how exercise and diet can affect it during the summer term.

### **Information Technology (IT)**

IT is used in PE where appropriate with particular focus on improving performance and peer reviews though the use of videoing, recording and playback.

### **Personal, social and health education (PSHE) and citizenship**

PE contributes significantly to the teaching of personal, social, citizenship and health education. Children learn to work effectively with other people and build up good relationships. PE is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in

building self-confidence and encourages pupils to be active and supports them in their understanding of how to participate safely and effectively. They understand the barriers to participation and work to overcome these for themselves and others.

## SMSC Development:

At Castlecroft, we recognise that spiritual, moral, social and cultural education is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviors of individuals and in their interactions and also in the provision of teaching resources and learning environments. It is intertwined with the 7 School Games values of **Passion, Self-Belief, Respect, Honesty, Determination, Teamwork and Eco-friendly** all of which underpin both our PE lessons, extra-curricular and competitive school sport offering.

SMSC is taught through and reflected in our PE curriculum in many ways:

**Spiritual:** P.E supports spiritual development by increasing children's knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. Through Dance and sports such as Gymnastics our pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression.

**Moral:** P.E supports moral development by encouraging our children to live a healthy lifestyle and promoting healthy living is apparent in each P.E lesson. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice.

**Social:** P.E supports social development by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, and offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination. All of our children participate in the annual Sports Day whereas part of their house, they compete for the House Cup, fostering a feeling of togetherness and sharing responsibility and ownership.



**Cultural:** P.E supports cultural development by giving our children the opportunity to explore dances and learn games from different traditions and cultures including their own. Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.

## Equality and Inclusion:

All pupils are entitled to access the PE curriculum at a level appropriate to their needs and abilities. Teachers plan and follow well-structured lessons from the Striver scheme and use a range of strategies to ensure full accessibility and sufficient challenge for all. The school makes efficient use of additional adults, deployed effectively to ensure that our curriculum is accessible for all.

All children have the access to an inclusive curriculum. Support is provided for SEND children in line with other subjects and differentiating using the STEP framework (**Space, Task, Equipment, People**) to help adapt, differentiate and extend PE lessons, meaning every child access consistent opportunities and input across the school.

### Pupils with Additional Needs

As with all other Curriculum areas, we seek to ensure equality of access for our children with special needs, to the same educational opportunities as those available to the rest of the population. SEND children have an entitlement to a broad, balanced curriculum, which is relevant to their needs, and which is delivered using reasonable adjustments where appropriate to help them access quality teaching and learning. Our SEND children-including our visually impaired (VI) children- will have activities and resources adapted by SEND support staff, VI support staff and teachers.

In order to provide quality first teaching, it may be necessary to enhance the curriculum and resources available to pupils with special educational needs. Where necessary the PSHE lead will contact Outreach and the Nurse team (or the Wolverhampton SEND Nurse) for specialist advice and support with adapting teaching (especially for pupils on an EHCP plan, or with Complex SEND).

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

To ensure inclusion:

- ✓ as a school with a VI base, we are committed to ensure full inclusion for our VI pupils who are taught in class alongside their peers. These pupils are only withdrawn for specific needs such as mobility lessons. One to one support in lessons as appropriate, alongside quality modified resources ensures that these pupils make good progress and attain well.
- ✓ pupils or groups of pupils with additional needs or those who are under-achieving are identified through our assessment system and appropriate intervention carefully planned and monitored for impact.
- ✓ teachers and teaching assistants are all aware of disadvantaged pupils ensuring that they are targeted for support in lessons ensuring that they perform in line with non-disadvantaged pupils in the same ability band.
- ✓ children with identified SEND (including pupils with an EHCP) should be supported as and when they need it
- ✓ our number of EAL children is significantly below the national average however advice is sought, and support will be given to these children should they need it
- ✓ Allow our children to attend extra-curricular sports activities free of charge.
- ✓ Some children in school are unable to access a subject specific curriculum and in this case their learning is guided, and progress tracked, by the engagement model in line with government guidelines. Children within this group who have a diagnosis of ASD will have their small steps of progress tracked using SCERTS.

**Equal opportunities statement:**

At Castlecroft Primary School we are committed to providing a teaching and learning environment which ensures equal access to our PE curriculum regardless of social class, gender, ethnicity, culture, home background, special need or disability. We are committed to enabling all pupils to reach their full potential.

### **Resources**

There is a wide range of resources to support the teaching of PE across the school. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities and travel by coach to a local swimming pool for swimming lessons.

All resources are recorded on the resources for PE list (available from the PE coordinator). These are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning.

A specific budget is available to PE each year.  
Resources are kept in an outside P.E shed & the school hall.

Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damaged piece of apparatus which could cause subsequent injury must be removed immediately from use and reported to the PE co-ordinator.

The Equality Act (2010) sets out anti-discrimination law in the UK replacing all previous equality legislation. It introduces the term “protected characteristics”. The protected characteristics are: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, pregnancy and maternity, and marriage and partnerships.

In our PE curriculum, we aim to promote equal opportunities with all our children and staff and offer equal opportunities to anyone who identifies with

one or more of these characteristics. We aim to foster good relations between people who share a protected characteristic and those who do not.

Our Physical Education Curriculum and extra-curricular sports program places a big emphasis on teamwork and respect for each other and officials, while our PE lessons are fully inclusive and through subtle adaptation allow all characteristics to be fully included and represented. Our after-school sports clubs allow ALL children to simply participate or progress through to competition. We also have a strong emphasis on girls sport; building and supporting the 'This girl can' campaign.

## Monitoring, Evaluation and Review

At Castlecroft it is important to us to monitor and review the PE curriculum. We regularly review our practice. Links with schools in the city, who are models of good practice, help to shape next steps and affirm good practice. We also have close links with the Wolverhampton PASS Team and Connect Ed who offer curriculum advice and support including a comprehensive continuing professional development offering.

Internal monitoring systems provide the PE leader with a clear view of PE provision and its impact in school.

We do this by:

- the subject leader is involved in supporting colleagues in the teaching of PE, being informed about current developments in the subject
- children will be responsible in taking part in self-assessment activities
- the subject coordinator annually reviews the teaching and learning of PE in schools for the School Development Plan
- the PE subject leader visits classes and attends performances to observe teaching and learning in the subject
- staff training will take place where teachers work together collaboratively to assess PE involvement and teaching in school
- teachers will video and photograph in lessons and store these on the schools shared area which they can be accessed by other teachers if needed when looking at progression or evidence.

## Parental Involvement:

Parents play a role in the development of PE skills. We aim to foster a strong home-school partnership and offer support for parents.

Parents are involved in supporting and transporting children who are involved in competitive sport. This may involve attending competitions or sports festivals but also show encouragement to children to access PE outside of school.

All of our parents are invited to attend any competitive sport competitions that the schools enter, as well as our whole school annual Sportsday.

PE Coordinator  
Mr J Morgan

**Reviewed: May 2023**  
**Review date: May 2024**