

Juniper Hill School

Physical Education (PE) Policy



Kindness Enjoyment Achievement

This policy was reviewed in February 2025.

Next review Date: February 2027

Intent

At Juniper Hill School, our intent in Physical Education (PE) is to build an enjoyable curriculum that enables children to develop the knowledge, skills and vocabulary in a broad range of sporting activities that inspire the next generation to be physically active.

Introduction

Our school vision is to empower our school community to have the courage to make a difference in the world, teaching children the importance of being open to new possibilities and of working together to enable everyone to fulfil their goals.

Therefore, our PE Policy is underpinned by our three school aims:

Kindness – we find ways to support and look after each other in our PE learning, helping each other to believe in ourselves as physically active individuals and celebrate each and every small step on our physical learning journey.







Enjoyment – we seek enjoyment in all areas of physical development through knowledgeable, committed and enthusiastic teachers who promote a love of learning across a broad range of sporting activities.

Achievement – we encourage everyone to achieve all that they can by engaging learners in quality lessons and learning opportunities.

What is the nature of PE?

PE is an educational process that aims to improve human development and performance through physical activity. The purpose of this process is to develop specific knowledge, skills, and understanding and to promote physical competence in a range of sporting activities. Physical Education is a practical subject that gives all children, irrespective of age, gender or physical ability, opportunities for participation, enjoyment and success that will hopefully be continued into adulthood as part of a healthy lifestyle.

Aims of PE lessons at Juniper Hill School

-  To provide a broad range of learning situations/opportunities in which all pupils develop their physical competence.
-  To develop a firm foundation in the fundamental motor skills and use these as a base to further acquire and develop their physical skill set thus enabling our pupils to perform with increasing competence and confidence in a range of physical activities and contexts.
-  To provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, co-ordination, flexibility, muscular strength and endurance.
-  To develop positive attitudes towards participation in physical activity and an appreciation of its value and importance in respect of a healthy lifestyle. As such, to encourage an interest in life-long participation in physical/sporting activity.
-  To provide a safe learning environment for physical activity and an understanding of the need for safety.
-  To provide pupils with opportunities to demonstrate good sporting behaviour and conform to the principles of fair play.

- 🏆 To enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement and progress.
- 🏆 To promote equal opportunities for all and an appreciation for the contribution of others irrespective of gender, ability or social/cultural background.
- 🏆 To develop links between Physical Education and other aspects of the curriculum.
- 🏆 To provide opportunities to solve problems and find alternative solutions to physical challenges both on their own and with others.
- 🏆 To provide opportunities to learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- 🏆 To provide opportunities for children to develop their ideas in a creative way.
- 🏆 To enable pupils to set targets for themselves and compete against others, individually and as members of a team.
- 🏆 To provide opportunities to develop perseverance and resilience.
- 🏆 To develop a healthy attitude towards competition and, with that, an appreciation that losing is not necessarily failure and definitely not something that should be feared.
- 🏆 To develop the ability to take initiative, lead activity and focus on improving aspects of their own performance.

Implementation

At Juniper, PE is taught as a discrete subject with skills, knowledge and physical competencies being developed through a progression of lessons and a broad range of activities including: invasion games, net & wall games, striking and fielding games, gymnastics, dance, swimming and outdoor & adventure. They are encouraged to be like an Athlete: to cooperate, commit and compete.

It is expected that teachers promote positive attitudes to physical education and show enthusiasm for physical activity. They are to use appropriate footwear and clothing dependant on the sporting activity. Good attention is to be given to discipline and safety, and lessons, in general, should follow a pattern of 'warm up' activities followed by teaching and opportunities for pupils to try out, practise and develop skills, and then finally "warm-down". Demonstration, evaluation, discussion and brief reviews of progress are also important features with high levels of sustained, physical activity and little time spent in queuing or setting out apparatus.

The school uses a wide variety of teaching and learning strategies and styles in PE lessons. Our principal aim is to meet the needs of the individual child and through this develop the children's knowledge, skills and understanding. We strive to achieve this through a mixture of teaching strategies including teacher directed, step by step, exploratory, demonstration and practise, and individual/group co-operative activities, coupled with well-judged and timely intervention. Teachers provide constructive feedback and draw attention to good examples of individual performance as models for the other children. In addition, they are encouraged to evaluate their own work as well as the work of other children. Through such self and peer evaluation, the children consider what they have done well and what they need

to focus upon, practice and develop in order to improve their skill set and ultimately their performance




Within lessons, we give the children the opportunity both to collaborate and to compete with each other and to have the opportunity to use a wide range of resources. When used, competition is handled sensitively and opponents/teams are matched carefully so as to motivate pupils to try harder and seek new strategies or solutions, thereby raising their levels of achievement. An ethos whereby pupils are encouraged to do their best and improve their personal performance prevails, whilst at the same time fostering an acceptance that that they might sometimes find competition challenging and not always win.

Children getting dressed and undressed for PE lessons

Boys and girls in Year 5 and 6 get dressed for PE lessons in separate rooms. A member of staff who is DBS checked will be in close proximity to monitor behaviour. Where possible, female staff will supervise girls and male staff will supervise boys.

Swimming and Water Safety

All children undertake swimming lessons at Handy Cross Sports Centre which start during Year 3 during and in which are taught to:

-  Swim competently, confidently and proficiently over a distance of at least 25 metres.
-  Use a range of strokes effectively such as front crawl, backstroke and breaststroke.
-  Perform safe self-rescue in different water-based situations.

Lessons are led by Handy Cross Sports Centre pool staff and, when required, are assisted by teaching staff. Teachers who accompany and thereby assist the children at their swimming lessons have undertaken the appropriate swimming training i.e. the Swim England Support Teacher of School Swimming training.

During each swimming session the children are to be supervised whilst changing in gender separate changing rooms. Separate changing arrangements are made for any transgender pupils and any child with mobility issues will have designated support.

Differentiation

In all classes, we recognise that there are children of differing physical abilities. We provide suitable support and learning opportunities for all children by matching the challenge of the task to the ability of the child. As such, we endeavour to differentiate accordingly requiring that the tasks set by the teacher challenge all members of the class to perform at their optimum level. Successful differentiation is achieved in a number of different ways and to a certain extent depends on the nature of the task being undertaken with some tasks being more easily differentiated than others.

We achieve successful differentiation through a range of strategies underpinned by the STEP framework which is a widely used means of adapting and differentiating the level of challenge in PE:

- **Space** – modifying the space in which the activity is happening e.g. by increasing or decreasing the space in which an activity is taking place/being performed or by changing the distance or area in which to score point such as the distance from a target which shooting in archery.
- **Task** – modifying what is happening i.e. the task by changing the demands or rules of an activity such as: limiting players to two-touches on the ball in football; allowing the ball to bounce twice in tennis between striking the ball or even using dominant or non-dominant sides of the body. In gymnastics this could mean varying the number of different components in a sequence or the level/height or pathway of movement or even time given to complete a task. Also, this can mean the setting of open-ended/'self-differentiated' tasks which can enable the performers to challenge themselves to their own limits, or breaking skills/tasks down into component parts with the less able being given greater breakdown, more support or guidance.
- **Equipment** – modifying what is being used by way of equipment such as the following: allowing children to use a tennis racket in rounders rather than a rounders bat; different balls such low compression tennis balls in tennis; different types of javelin or size/weight of shot-put. Equally, this could mean changing the size of a target or number of hurdles.
- **People** – modifying the people involved by having children work alone, with a partner, in bigger/smaller teams or as a leader or follower. This could also mean grouping children according to ability or providing support by mixed ability pairing.

Sport Premium Funding

In March 2013, the government announced that it was to provide additional funding to improve provision of Physical Education (PE) and sport in primary schools in England - The Primary PE and Sport Premium. This funding, provided jointly by the Departments for Education, Health and Culture, Media and Sport, is allocated to primary schools to make additional and sustainable improvements to the quality of PE and sport they offer. Details of how the Sport Premium Funding is spent at Juniper Hill can be found on the school website but, in essence, we use the funding to:

- develop or add to the PE and sport activities that our school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Extra-curricular activities

Pupils' learning in PE is supported by a broad range of out-of-hours school sport and PE-related activities which change half termly and are targeted at specific year groups. These encourage children to further develop their skills in a range of activity areas.

The school also plays regular fixtures against other local schools and takes part in various tournaments throughout the year. This introduces a further competitive element to our sports provision and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Assessment and recording

One topic of PE is assessed each half-term according to Teacher Assessment Frameworks (TAFs) derived for the unit of work being taught which, based upon the skills progression maps produced by the subject leaders and thus national curriculum, are appropriate to the expectations for each year group. Teachers base their judgement on evidence gathered through working with and observing the children on a lesson-by-lesson basis. Each TAF contains a series of “Pupil Can Statements” that describe what a given pupil, who is working at the expected standard, is required to have demonstrated during the course of the topic. They are to be judged as to whether or not they have met the expected standard or are working towards or beyond the expected standard (greater depth). These assessments are recorded on a half-termly basis within Insight so that the PE Lead can evaluate where school achievement and progress is at for PE at any given time.

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies.

Individual sport-specific risk assessments have been provided/produced for all sports covered/taught as part of our PE curriculum – all teachers delivering PE lessons are required to read these and to comply with the control measures included within them in order to minimise risk and potential injury to both the pupils and themselves. In addition, staff should carry out a dynamic risk assessment at the start of and during all PE lessons.

When travelling to sporting activities, parental permission is obtained and appropriate risk assessments are completed.

Impact

Through offering a broad and balanced PE curriculum, we ensure that all pupils develop fundamental movement skills, improve physical fitness and gain confidence in a range of sports and physical activities. They will be well prepared for the next stage of their physical education, equipped with the physical literacy, confidence and motivation to continue participating in sport and physical activity beyond their time at Juniper. They understand the importance of physical activity in terms of maintaining overall health and mental well-being.