

# Redhill Primary Academy



# Physical Education Policy

Reviewed Autumn 2022

## Curriculum Statement

Redhill Primary Academy recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education to ensure that all pupils

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- promote the benefits of physical activity on mental and physical health encouraging children to lead healthy and active lifestyles
- develop qualities such as fairness, enthusiasm, integrity and respect as well as success; developing the hidden values which link to the valued me system and the British values
- benefit regardless of race, gender, culture or ability.

P.E. is taught at Redhill Primary Academy as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. It is taught for a minimum of two hour PE sessions a week. The key knowledge and skills of each topic are mapped across each year group. This ensures that children develop their knowledge of games, dance, gymnastics, swimming, team building athletics and more formally in KS2 outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

We teach lessons so that children:

- 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with themselves and each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Lessons are planned to utilise cross curricular links, as well as the context of the school (including school and local grounds and access to facilities and community role models, such as sports coaches and teachers, with specialist skills). The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. An extensive extra-curricular provision also provides further challenge and access to a range of physical activity. All children have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs. As well as securing and building on a range of skills, children develop knowledge of key terminology and the basic rules of a range of games and activities. They experience positive competition and a strong focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active individuals.

The children complete each key stage with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health and understand its significance as part of a healthy lifestyle. The school achieves well in a number of sporting activities and achieved an active school award at platinum level in 2019 after 5 years of the

Gold award in recognition of its PE provision and children's access to competitive sports, which the school has maintained.

### Teaching and Learning

The curriculum is mapped to ensure that children participate in a range of activities and evaluate their own performance. Through shared planning with year group partners, sport coaches and subject leaders, we ensure time is effectively managed to ensure that lessons and activities are well organised and resourced. Pupils experience a range of opportunities to work individually, in pairs or in groups over time.

#### Typical Lesson Structure:

- Lessons begin with a clear focus on the learning intention of the session. Success Criteria is then shared (either visually or verbally) with pupils in order for them to know how they can achieve the learning intention.
- Lessons then commence with an introduction/warm up to prepare pupils physically for exercise. Some lessons will include a 'hook' drawing children into the lesson and to engage and excite them which often revisits previously learnt knowledge and skills and provides an opportunity for assessment for learning.
- Direct teaching of knowledge and skills precedes subsequent skills practice by the pupils, under the supervision of the teacher.
- The main activity provides an opportunity for children to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE). Pupils will use self and peer assessment as well as teacher feedback to improve performance.
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare pupils to return to a normal-state both physically and mentally. Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

### Assessment

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Self-assessment is used regularly in lessons providing opportunities for the children to reflect on their learning sometimes using video software to analyse and alter their performance of a skill. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE at Redhill is in accordance with the National Curriculum 2014 attainment target for each key stage. Individual lessons and units of work are planned to align directly and enable progress to these:

1. Acquiring and developing skills.
2. Selecting and applying skills, tactics and compositional ideas
3. Evaluating and improving performance
4. Knowledge and understanding of fitness and health.

<b>Key Stage 1 in:</b>	<b>Key Stage 2 in:</b>
Dance	Dance
Games/Athletics	Invasion Games

Gymnastics	Striking/fielding games
Invasion Games	Net/wall games
Swimming	Swimming
	Athletics

At the start of each unit of work (apart from swimming), all teachers will complete a core assessment task which captures the current attainment level of the children. This task is videoed and uploaded onto a digital platform called 'Seesaw'. Teachers then respond to the assessment questions and note key observations. At the end of the block, the same assessment task is revisited.

All children should be involved in a P.E. lesson as it is a statutory requirement.

Children should be engaging in physically- demanding activities for sustained periods of time- 90% of a lesson. Instructions should be clear and concise, so that they are easily understood and children can quickly begin the set tasks. Children should be encouraged to move quickly (but safely) from one activity or set of apparatus to another, without lengthy explanation between. Valuable minutes can be used for demonstration, so that the rest of the class can comment on, and assess, work done by their peers, but generally, emphasis should be on activity rather than inactivity.

All children should have the opportunity to put out and put away large apparatus for their lesson. They should be taught how to do this safely from Reception age.

Teachers can seek help on this from:

PE RESOURCE FILE GYMNASTIC – LCP – Outside Key stage areas

PRIMARY SCHOOL GAMES – Val Sabin

SWIMMING RESOURCE AND ASSESSMENT FOLDER- Given to class teachers prior to teaching

PE RESOURCE FILE DANCE – LCP – Outside Key Stage areas

Swimming support videos- Saved on T- drive

### Record Keeping

This should be kept to a minimum and not interfere with teaching activities. Record keeping should enable teachers to point to evidence of a child's level of achievement (not be a record of everything a child has done).

Assessment in swimming should be completed based upon the 'stage folders'. Initial assessments are taken at the start of each swimming block to ensure children are sorted into correct groupings. The swimming assessment is a success criteria for the block which can support planning and delivery of sessions. Swimming medals and certificates can be provided after this assessment has been completed.

### SPECIAL EDUCATIONAL NEEDS

It is important to concentrate on children's abilities and needs, not on their disabilities and handicaps. At Redhill, we ensure that we have high aspirations and expectations of all pupils; all children regardless of their starting points are supported to meet curricular end goals through high quality adaptive teaching.

Teachers can interpret and modify the general activities in the planning to make the P.E. curriculum accessible to as many children as possible and so enable them to show achievement and progression. Through the design of our progressive curriculum, where sporting skills and applications are revisited, teachers can refer back to previous knowledge and skills documents to ensure that gaps are being addressed before progressing on.

Each activity must be broken down into a series of small achievable steps, so that a gradual progression at each stage is attained,

For example

- 1) Walks with support along a given line
- 2) Walks with two hands held along a given line
- 3) Walks with one hand held along a given line
- 4) Walks a few steps unaided along a given line
- 5) Walks along a padded bench (on floor) as above 1 - 4
- 6) Walks along a padded bench (raised from floor) as above 1- 4

All the basic physical skills for children with special needs are related to skills for life, e.g. walking up and down stairs alone, throwing a bean bag develops holding and grasping.

P.E. involving basic skills are introduced to each child from their first PE session at Redhill. In addition to main school P.E. sessions, those children who require further training do so on a small group basis with additional adult support through our Cool Kids intervention programmes or focus group sessions within lessons.

The needs of all children are constantly under review.

Redhill use the STEP (Space, Task, Equipment, People) method below if the activity needs to be made easier or harder for groups or individuals:

S- Adaptation of area, distance travelled, use of zoned area, nearer to or further away from partner.

T- Simplify the activity to give more control or time, make the activity harder to create further challenges, vary the speed

E- Equipment -Size and weight, shape and length

P- Individual, partner, small group or larger work group, uneven sides to help or challenge, changes discussed and agreed by the whole group.

### P.E. for the more able

It is of the utmost importance that teachers recognise and meet the needs of the more able physically active child in all areas of the P.E. curriculum. With many students participating in our sports clubs and/or representing the local sports clubs, it is essential that the PE lessons still offer challenge for these pupils. Teachers can modify the general activities in the planning, to make the P.E. stretch and challenge these gifted and talented pupils while ensuring that they still meet the lesson objectives. Teachers will also challenge these pupils by offering a problem solving style of activities where pupils can take ownership of their own provision; using them for

demonstrations; ensuring they focus on the tactics and use a range higher order questioning develop the pupil's reasoning.

### Planning and Resources

P.E. equipment is stored safely in the P.E. cupboard accessed via the hall. The PE cupboard is locked and only members of staff have access. The cupboard is regularly checked by the PE coordinators or sports coaches to check its tidiness and organisation. Equipment for sports that are being taught that term are placed into trolleys which can be easily moved around the grounds. Staff are advised to inform the PE coordinators of broken, damaged or lost equipment so that replacements can be ordered.

Our PE curriculum map supports planning of activities showing where skills and topics are revisited, highlighting the links between different curriculum areas and sports. To support planning, knowledge and skills documents are used which explain the key vocabulary, knowledge and the skills that pupils will need to be taught during this block of work. Teachers will plan their PE sessions from these documents ensuring coverage of the knowledge and skills. As well as looking at their current year group documents, teachers can revisit previous knowledge and skills documents to develop an understanding of what the children have done previously and look at future documents to see where the children are leading to.

### Primary Sports Funding

The School work as a collaborative unit to make all decisions; this will include decisions on funding, resourcing and timetabling. Ultimately, decisions on funding will rest with the Headteacher.

The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. Schools receive PE and Sport Premium funding based on the number of pupils in years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the Redhill Primary Academy website under 'Performance Data' and 'PE Funding': <https://redhill.ttsonline.net/page/pe-funding#>

### EYFS

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning.

There are two strands under Physical Development; Moving and Handling and Health and Self-care.

- Moving and Handling: Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care: Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, and target throwing, rolling, kicking and catching. Children in the EYFS also work with a specialist gymnastics instructor to support their coordination. The above skills and acquired knowledge are then be built on when children enter Key Stage 1.

### KS1 and KS2

Key stage 1:

Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, both 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.

Children are 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.
- swim competently, confidently and proficiently using a range of strokes both on their front and backs

Key stage 2:

Children should continue to apply and develop a broader range of skills, learning how to use them in different contexts and linking them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other developing and applying a range of attacking and defending tactics. 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.

Children are 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

At Redhill Primary Academy, children attend swimming lessons at Thomas Telford School and/or Oakengates Leisure Centre. Children in Years 2-6 attend swimming sessions on an annual basis. Each class participates in 10 weekly lessons or two half termly blocks. Lessons are taught by specialist swimming instructors, teachers and sports coaches who assess the children at the start and end of the swimming course.

Pupils are 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.

### Water Safety

- All staff accompanying children should familiarise themselves with the Pool Emergency Procedure.

- DO NOT USE A WHISTLE ON POOLSIDE UNLESS FOR EMERGENCY PROCEDURE.

#### Extra-curricular clubs

Many of our children will access further extra-curricular activities to enhance the work that goes on in curriculum time. As a result of the unique and specialised learning environment here at the academy, we work with a range of outside professionals to ensure our children have access to further opportunities for quality Physical Education provision. For example, we have a KS2 girls and KS2 boys football club, a KS1 girls and boys football club, a tag rugby club, a tennis club, a netball club, a gymnastics club and a range of clubs that cover activities that we do not teach during curriculum time such as archery.



## Subject Overview: PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Cool Kids	Cool Kids	Moving in different ways	Dance	Ball skills	Sports Day/Athletics
Reception	Cool Kids Multiskills	Cool Kids/ Dance Multiskills	Gymnastics Games—ball skills	Dance—dragons Gymnastics	Ball skills Athletics	Striking and fielding Athletics
Year 1	Gymnastics Invasion—football	Dance—seasons Team building	Gymnastics Invasion ball skills— netball and basketball	Dance—animals Team games/ OAA	Tennis Athletics	Athletics Striking and Fielding
Year 2	Gymnastics Invasion football	Tennis OAA	Dance—the scented garden Invasion ball skills— netball and basketball	Dance Athletics	Swimming Athletics	Swimming Striking and Fielding
Year 3	Gymnastics Football	Netball OAA	Dance— Stone Age Tag Rugby	Tennis Hockey	Swimming Athletics	Swimming Striking and fielding Rounders
Year 4	Swimming Tag Rugby	Gymnastics OAA	Swimming Football	Dance— African Basketball	Hockey Athletics	Indoor Athletics Striking and Fielding – Cricket
Year 5	Dance— Egypt Football	Netball OAA	Gymnastics Tag Rugby	Swimming Hockey	Swimming Athletics	Tennis Striking and fielding Rounders
Year 6	Dance— World War 1/2 Tag Rugby	Swimming OAA	Indoor Athletics Football	Hockey Basketball	Gymnastics Athletics	Swimming Striking and Fielding – Cricket

## EQUAL OPPORTUNITIES

At Redhill Primary Academy, we value every child. We seek to provide a rich and relevant curriculum for all pupils, regardless of gender, race, ethnicity, religion, disability etc. The curriculum taught will prepare our children to become full and active citizens in an ethnically and culturally diverse society. Physical Education curriculum seeks to challenge stereotypes based on gender, race or ability and provides equal access and educational outcomes for all pupils.

## SPORTS DAY

In accordance with the Equal Opportunities Philosophy of the school, Sports Day is an occasion for every child to demonstrate his/her own skills. Participation and enjoyment are the key aspects, with encouragement and praise for effort combined with an element of competition.

A more competitive element will be introduced at Key Stage 2.

Children will receive rewards (Stickers and House Points) for participating.

## HEALTH AND SAFETY

The School uses BAALPE Safe Practice in Physical Education as a guidelines. Please see page 21.

### Dress for PE

All children should wear:-

- Green t-shirt that identifies their house team
- Black Shorts
- Sweatshirt optional for outdoor P.E. (Teacher's discretion)
- Bare feet for all indoor P.E. lessons

- Plimsolls or trainers for all outdoor sessions
- Tracksuit bottoms for outdoor P.E.

When changing into PE kit to attend a club, separate sex changing facilities will be provided from Year 2 upwards with both classes getting changed for PE at the same time (using one class for the girls and one for the boys). Sports coaches, TAs or teachers will be in close proximity of changing to ensure sensible and safe behaviour.

If children are healthy enough to attend school, they are expected to participate fully in P.E. activities, except with injuries to limbs or a Doctor's note.

Children being treated for verrucas and Warts can wear a plastic sock available from chemists. If they do not have a plastic sock they unfortunately cannot take part in indoor PE or swimming because verrucas and warts are highly contagious.

Children should be encouraged not to wear jewellery for any part of the school day. If jewellery is worn, it must be removed by the child or taped over for all aspects of P.E. We feel it is not appropriate for teachers to remove jewellery.

Glasses should only be worn during PE if essential for the safety of the child. It is recommended by BAALPE that they should have shatterproof lenses and be secured.

Children should have the opportunity to put out and put away large apparatus for their lesson as well as handle equipment safely.

### Swimming

Children should have

- Suitable swimming costumes: i.e.  
Girls – one-piece costumes without frills  
Boys – swimming trunks.
- Towel

## ACCIDENTS/EMERGENCY

### Inhalers

All children's inhalers are named and kept in the school office. If a child should become breathless during a P.E. lesson, ensure they are sent to the office with another member of staff or a child and given their inhaler immediately. Let them rest quietly until the condition eases. Should their condition worsen send straight to the office.

Minor injuries:

Deal with these without interrupting the lesson. The child can sit out to recover for a while and then re-join the lesson. If treatment is necessary, send for assistance. DO NOT LEAVE CLASS UNATTENDED.

Serious injuries:

Stay calm. Think and act quickly. Stop class. Sit class down. Send a message immediately to office for assistance via radio, sending assistant or if necessary send a child.

## EYFS

## Early learning goal

	Movement skills	Gymnastics	Dance	Ball skills	Multiskills
22 to 36 months	<ul style="list-style-type: none"> <li>I can begin to move by slithering, sliding, crawling, jumping, skipping, sliding, hopping</li> </ul>	<ul style="list-style-type: none"> <li>I can move with some control and awareness of <u>space</u>.</li> </ul>	<ul style="list-style-type: none"> <li>I can rise to my feet without using my hands.</li> </ul>	<ul style="list-style-type: none"> <li>I can kick a large ball.</li> </ul>	<ul style="list-style-type: none"> <li>I can run safely using the whole foot.</li> <li>I am beginning to kick a large ball.</li> </ul>
30 to 50 months	<ul style="list-style-type: none"> <li>I can move with confidence when slithering, sliding, crawling, jumping, skipping, sliding, hopping</li> <li>I can hold a balance on one leg/foot momentarily.</li> <li>I can move into big and small spaces.</li> </ul>	<ul style="list-style-type: none"> <li>I can move into big and small spaces.</li> <li>I can mount climbing equipment using alternate feet.</li> </ul>	<ul style="list-style-type: none"> <li>I can use different body parts when moving.</li> <li>I can begin linking movements together.</li> </ul>	<ul style="list-style-type: none"> <li>I can catch a large ball.</li> </ul>	<ul style="list-style-type: none"> <li>I can catch a large ball.</li> <li>I can adjust speed and direction to avoid objects.</li> <li>Can travel safely in different directions</li> <li>I can travel with confidence around,</li> </ul>
40 to 60+ months	<ul style="list-style-type: none"> <li>I can find a space confidently.</li> <li>I can show control when running, jumping.</li> <li>I can throw underarm and overarm safely and correctly.</li> </ul>	<ul style="list-style-type: none"> <li>I can sit, stand, walk, run, slide, spin, push, pull—naming actions.</li> <li>I can <u>lands</u> appropriately when jumping off climbing equipment.</li> <li>I can remember, <u>repeat</u> and link gymnastics and still movements.</li> </ul>	<ul style="list-style-type: none"> <li>I can link movements together confidently.</li> <li>I can perform phrases of a dance.</li> </ul>	<ul style="list-style-type: none"> <li>I can control a ball when sending, receiving, <u>rolling</u> and bouncing.</li> <li>I can aim at a large target.</li> </ul>	<ul style="list-style-type: none"> <li>I can throw underarm correctly.</li> <li>I <u>am able to</u> throw overarm correctly.</li> <li>I can strike a ball with control.</li> <li>I can strike a ball using a variety of bats.</li> <li>I can jump and land comfortably.</li> <li>I can travel safely in pairs / groups.</li> <li>I can balance comfortably for 10 seconds.</li> </ul>

Key vocabulary  
from EYFS

**Key vocabulary:**

**Movement:** Jumping, sliding, crawling, hopping, balance, space, underarm and overarm.

**Gymnastics:** Space, climbing, run, slide, spin, push, pull and land.

**Dance:** linking movements (sequencing),

**Ball skills:** kick, catch, control, sending, receiving, rolling, bouncing, aiming and target.

**Multi- skills:** Run, kick, catch, direction, speed, underarm, throw, overarm, strike, jump, land, travel, balance.

Year 1 and 2

Dance	Gymnastics	Invasion games	Multi-skill Games	Racquet sport	Athletics	Swimming
<ul style="list-style-type: none"> <li>• I can move confidently and safely</li> <li>• I can recognise how my body feels after exercise</li> <li>• I can compose and perform short dance phases.</li> <li>• I can describe how different dance movements make me feel.</li> </ul>	<ul style="list-style-type: none"> <li>• I can remember, <u>repeat</u> and link gymnastics and still movements.</li> <li>• I can know how to carry and place equipment.</li> <li>• I can travel by rolling forwards, backwards and sideways.</li> <li>• I can show contrasts such as small/tall, <u>straight/curved</u> and wide/narrow.</li> <li>• I can move with some control and awareness of <u>space</u>.</li> <li>• I can climb safely on equipment.</li> <li>• I can jump in a variety of ways and land with increasing control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can send and receive a ball accurately.</li> <li>• I can throw in a range of different angles.</li> <li>• I can jump and land comfortably.</li> </ul>	<ul style="list-style-type: none"> <li>• I can throw and catch with control and accuracy.</li> <li>• I can strike a ball and field with control.</li> <li>• I can choose appropriate tactics to cause problems for the opposition.</li> <li>• I can follow the rules of the game and play fairly.</li> <li>• I can throw and catch with correct technique.</li> <li>• I can jump and land comfortably.</li> <li>• I can combine rolling, hitting, running, jumping, <u>catching</u> and kicking in combination.</li> <li>• I can lead a small group.</li> <li>• I can travel with a ball in a range of ways (at feet, bouncing and holding)</li> <li>• I can show skills using a range of objects/equipment</li> </ul>	<ul style="list-style-type: none"> <li>• I can show skills using a range of objects/equipment</li> <li>• I can travel with a ball in a range of ways (at feet, bouncing, holding).</li> <li>• I can strike a ball with control</li> <li>• I can work alone, or with <u>team mates</u> in order to gain points or possession.</li> <li>• I can strike a bowled or volleyed ball with accuracy.</li> <li>• I can use forehand and backhand.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sprint over a short distance (up to 60 metres).</li> <li>• I can use a range of throwing techniques under arm and over arm.</li> <li>• I can demonstrate control in take-off and landings when jumping.</li> <li>• I can throw underarm and overarm safely and correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Please see swimming assessment resources and folders.</li> </ul>

<p style="text-align: center;">Key vocabulary from EYFS</p>	<p><b>Key Vocabulary:</b>  <b>Movement:</b> Jumping, sliding, crawling, hopping, balance, space, underarm and overarm.  <b>Gymnastics:</b> Space, climbing, run, slide, spin, push, pull and land.  <b>Dance:</b> linking movements (sequencing),  <b>Ball skills:</b> kick, catch, control, sending, receiving, rolling, bouncing, aiming and target.  <b>Multi- skills:</b> Run, kick, catch, direction, speed, underarm, throw, overarm, strike, jump, land, travel, balance.</p>
<p style="text-align: center;">Key Vocabulary from Key stage 1</p>	<p><b>Key Vocabulary</b>  <b>Dance:</b> move, safely, compose, <u>perform</u> and dance phases (parts).  <b>Gymnastics:</b> link, repeat, carry, rolling, forwards, backwards, sideways, contrast, small, tall, straight, curved, wide, narrow, control, space, climb, jump, <u>land</u> and balance.  <b>Invasion games:</b> send, receive, accurately, throw, angles, jump and land.  <b>Multi- skill games:</b> throw, catch, control, strike, field, tactics, opposition, fair play (sportsmanship) rolling, hitting, running, jumping, catching, kicking, <u>bouncing</u> and holding.  <b>Racquet sports:</b> travel, bouncing, holding, striking, control, possession, bowled, volleyed, forehand and backhand.  <b>Athletics:</b> sprint, distance, underarm, overarm, take off, landing and jumping.  <b>Swimming:</b></p>



Year 3 and 4

Gymnastics	Dance	Swimming	OAA	Racquet Sports	Invasion games	Athletics
<ul style="list-style-type: none"> <li>• I can show changes of direction, <u>speed</u> and level during a performance.</li> <li>• I can travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• I can develop a range of actions, body shapes and include in a performance.</li> <li>• I can move in a clear, <u>fluent</u> and expressive manner.</li> <li>• I can select appropriate actions and consolidate ideas</li> <li>• I can swing and hang from equipment</li> </ul>	<ul style="list-style-type: none"> <li>• I can change speed and levels within a performance.</li> <li>• I can plan, <u>perform</u> and repeat sequences.</li> <li>• I can evaluate my own performance and comment on improvements</li> <li>• I can move in a clear, <u>fluent</u> and expressive manner.</li> <li>• I can refine movements into sequences.</li> <li>• I can translate ideas into a dance.</li> <li>• I can plan, <u>perform</u> and repeat sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Please see swimming assessment resources and folders.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the need to show accomplishment in managing risks.</li> <li>• I can lead a group and be part of a team.</li> <li>• I can support others and seek support if required when the situation dictates.</li> <li>• I am resilient when plans do not work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can strike a ball accurately to a partner.</li> <li>• I can throw the ball accurately underarm.</li> <li>• I can travel safely from side to side.</li> <li>• I can strike the ball into space.</li> <li>• I can strike the ball when moving forwards.</li> <li>• I can balance the ball on the tennis racquet for 10 seconds.</li> </ul>	<ul style="list-style-type: none"> <li>• I can send the ball with control and accuracy.</li> <li>• I can strike the ball with control.</li> <li>• I can dribble the ball with confidence.</li> <li>• I can follow the rules of the game and play fairly.</li> </ul>	<ul style="list-style-type: none"> <li>• I can show control in <u>take off</u> and landings when jumping.</li> <li>• I can jump in a <u>number of</u> ways, using a run up where appropriate.</li> <li>• I can throw with accuracy to hit a target or cover a distance.</li> </ul>

safely (using hands).

- I can suggest ways performances can be improved.

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Vocabulary from Key stage 1</p>	<p><b>Key Vocabulary</b></p> <p><b>Dance:</b> move, safely, compose, <u>perform</u> and dance phases (parts).</p> <p><b>Gymnastics:</b> link, repeat, carry, rolling, forwards, backwards, sideways, contrast, small, tall, straight, curved, wide, narrow, control, space, climb, jump, <u>land</u> and balance.</p> <p><b>Invasion games:</b> send, receive, accurately, throw, angles, jump and land.</p> <p><b>Multi-skill games:</b> throw, catch, control, strike, field, tactics, opposition, fair play (sportsmanship) rolling, hitting, running, jumping, catching, kicking, <u>bouncing</u> and holding.</p> <p><b>Racquet sports:</b> travel, bouncing, holding, striking, control, possession, bowled, volleyed, forehand and backhand.</p> <p><b>Athletics:</b> sprint, distance, underarm, overarm, take off, landing and jumping.</p> <p><b>Swimming:</b> Please see swimming assessment resources and folders.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Vocabulary for year 3 and 4</p>	<p><b>Key Vocabulary</b></p> <p><b>Gymnastics:</b> direction, speed, performance, flight, transfer of weight, power, fluent, swing and hang.</p> <p><b>Dance:</b> speed, levels, performance, plan, repeat, sequence, evaluate, refine movements, clear and expensive manner.</p> <p><b>Swimming:</b> Please see swimming assessment resources and folders.</p> <p><b>Other Adventurous Activity:</b> risks, lead, team and resilient.</p> <p><b>Racquet Sports:</b> strike, throw, underarm, travel, side-to-side, space, <u>forwards</u> and balance.</p> <p><b>Invasion Games:</b> send, control, accuracy, strike, <u>dribble</u> and fair play.</p> <p><b>Athletics:</b> control, take off, landing, jumping, run-up, throw, <u>target</u> and distance.</p>

Year 5 and 6

Year 5 and 6						
Gymnastics	Dance	Swimming	OAA	Racquet Sports	Invasion games	Athletics
<ul style="list-style-type: none"> <li>I can vary speed, direction, <u>level</u> and body rotation during floor performances.</li> <li>I can use equipment to vault and to swing (remaining upright).</li> <li>I can suggest ways of improvement.</li> <li>I can hold shapes that are strong, <u>fluent</u> and expressive.</li> <li>I can create complex and well-executed sequences that include a full range of movements <u>including</u>: travelling, balances, <b>swinging</b>, springing, flight, vaults, rotations, bending, stretching and twisting, gestures and linking skills.</li> </ul>	<ul style="list-style-type: none"> <li>I can express an idea in original and imaginative ways.</li> <li>I can perform expressively and hold a precise and strong body posture.</li> <li>I can create structure in sections of dance.</li> <li>I can organise my own warm up and cool down to suit activities.</li> <li>I can plan to perform with high energy, slow grace or other themes and maintain this throughout a piece</li> <li>I can compose creative and imaginative dance sequences.</li> </ul>	<ul style="list-style-type: none"> <li>Please see swimming assessment resources and folders.</li> </ul>	<ul style="list-style-type: none"> <li>I can show initiative to try new ways of working.</li> <li>I can use maps, <u>compasses</u> and digital devices to orientate themselves.</li> <li>I understand the need to show accomplishment in managing risks.</li> <li>I can lead a group and be part of a team.</li> <li>I can support others and seek support if required when the situation dictates.</li> </ul>	<ul style="list-style-type: none"> <li>I can strike a ball accurately to a partner</li> <li>I can throw the ball underarm accurately.</li> <li>I can travel across the court safely side to side.</li> <li>I can strike a bowled or volleyed ball with accuracy.</li> <li>I can field, defend and attack tactically by anticipating the direction of play</li> </ul>	<ul style="list-style-type: none"> <li>I can send the ball with control and accuracy using a side foot pass.</li> <li>I can dribble the ball with confidence, using both feet.</li> <li>I can follow the rules of the game and play fairly.</li> <li>I can choose and combine techniques in game situations (running, throwing, catching, passing, <u>jumping</u> and kicking, etc.).</li> <li>I can send the ball with control and accuracy using a bounce and chest <u>pass</u>.</li> <li>I can dribble the ball with confidence using both hands.</li> <li>I can field, defend and attack tactically by anticipating the direction of play.</li> <li>I can choose the most appropriate tactics for a game.</li> <li>I can uphold the spirit of fair play and respect in all competitive situations</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of throwing techniques (such as under arm, over arm).</li> <li>I can <u>jump in a number of ways</u>, using a run up where appropriate.</li> <li>I can combine sprinting with low hurdles over 60 metres.</li> <li>I can throw accurately to hit a target or cover a distance and refine performance by analysing technique and body shape.</li> <li>I can throw accurately and refine performance by analysing technique and body shape.</li> <li>I can show control in <u>take off</u> and landings when jumping.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Vocabulary for year 3 and 4</p>	<p><b>Key Vocabulary</b></p> <p><b>Gymnastics:</b> direction, speed, performance, flight, transfer of weight, power, fluent, swing and hang.</p> <p><b>Dance:</b> speed, levels, performance, plan, repeat, sequence, evaluate, refine movements, clear and expensive manner.</p> <p><b>Swimming:</b> Please see swimming assessment resources and folders.</p> <p><b>Other Adventurous Activity:</b> risks, lead, team and resilient.</p> <p><b>Racquet Sports:</b> strike, throw, underarm, travel, side-to-side, space, <u>forwards</u> and balance.</p> <p><b>Invasion Games:</b> send, control, accuracy, strike, <u>dribble</u> and fair play.</p> <p><b>Athletics:</b> control, take off, landing, jumping, run-up, throw, <u>target</u> and distance.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Vocabulary for year 5 and 6</p>	<p><b>Key Vocabulary</b></p> <p><b>Gymnastics:</b> vary, speed, direction, level, body rotation, performance, floor, vault, swing, strong, fluent, expressive, travelling, balance, swinging, springing, flight, bending, <u>stretching</u> and twisting.</p> <p><b>Dance:</b> express, imaginative, perform, expressively, strong, precise, posture, structure, section, warmup, cool down, high energy, slow grace and compose.</p> <p><b>Swimming:</b> Please see swimming assessment resources and folders.</p> <p><b>Other Adventurous Activity:</b> initiative, working together, maps, compasses, digital devices, orientate, lead, <u>risks</u> and team.</p> <p><b>Racquet Sports:</b> strike, accurately, throw, travel, court, side-to-side, bowl, volley, accurately, field, defend, attack, anticipating, tactically and direction of play.</p> <p><b>Invasion Games:</b> send, control, accurately, side foot pass, dribble, confidence, play fairly, combine, running, throwing, catching, passing, jumping, kicking, control accuracy, bounce pass, chest pass, defend, attack, confidence, tactically, anticipating, direction of play, tactics, respect, competitive.</p> <p><b>Athletics:</b> underarm, overarm, jump, run-up, sprinting, hurdle, throw, accurately, target, distance, refine, analysing, technique, body shapes, control take off, landing and jumping.</p>

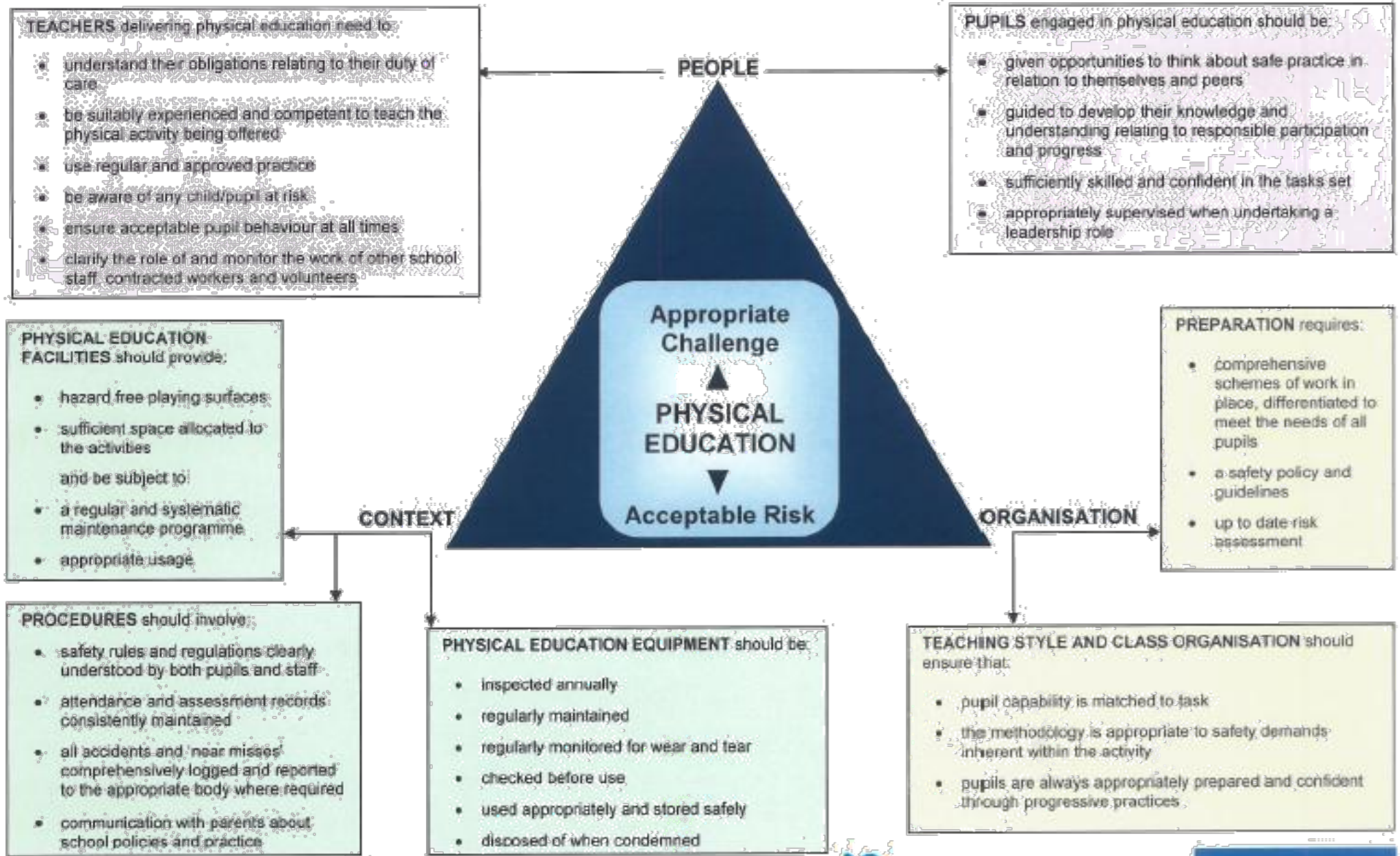
## RESOURCES

STORAGE  
AREA

EQUIPMENT WITHIN

Hall	3 Large Thick Foam Mats
	5 Large Thin Foam Mats
	2 Small Thick Foam Mats
	4 Small Thin Foam Mats
	Fixed large apparatus
	Benches
PE Store	Short Tennis net
	30 Tennis Racquets
	Kwik Cricket set
	2 Quick Jump Mats
	2 Parachutes
	Big Box of Sponge Balls
	4 Balls of Unihoc Sticks
	1 Quick Sticks bag set
	4 Rounder's Posts and Stumps
	Rounder's Bats and Balls
	2 Bags of Footballs
	2 Bags of Basketballs
	1 Bag of Netballs
	1 Bag of Rugby Balls
	2 sets of Tag Rugby Belts and Tags
	1 Big Bag of Bibs
	1 Set of Netball Bibs
	Box of Miscellaneous soft Balls
	Bag of Miscellaneous Fitness equipment
	2 Netball Posts
	2 Netball Post Stumps
	5 Table Tennis Tables and Nets
	Bag of old 15 Table Tennis Bats
	Bag of 10 new Table Tennis Bats
	3 Boxes of Table Tennis Balls
	Box of big Airflow Balls
	2 Boxes of small Airflow Balls
	1 Tub and 2 Boxes of Tennis Balls
	5 Full Sports Kits
	Box of miscellaneous Kit
	1 Tri Golf Set
	1 Tri Golf Target
	20 Hula Hoops
	20 Big Cones
	500 Disc Cones
Outdoor Shed	2 Futsal Balls
	2 Basketballs
	Jumping Jaxx Set
	Playground Equipment
Resources	Primary School Games – Val Sabin – IT Store
	Primary Gymnastics – LCP – Outside Team Bases
	Primary Dance – LCP – Outside Team Bases

# SAFE PRACTICE IN PHYSICAL EDUCATION



For further information see the DfES commended BAALPE publication 'Safe Practice in Physical Education', 1999 (millennium) edition. Available from: [www.baalpe.org](http://www.baalpe.org) or telephone 01905 355564. Copies of this poster are available from: DfES Publications at [www.lea-chemet.gov.uk/safety/](http://www.lea-chemet.gov.uk/safety/) or telephone 0845 0127260

department for  
**education and skills**



## REDHILL AFTER SCHOOL CLUB POLICY

To enable After School Clubs to run as safely and enjoyably as possible for all concerned, new guidelines have been introduced and the policy set out below has been drawn up.

Children wishing to join clubs must register via communication with the office to enable them to take part. Some clubs will have limited spaces. If the number of children wanting to join a club exceeds the limit, a waiting list will be set up and membership will be restricted to half a term. Minimum numbers will apply for clubs to continue to operate.

### POLICY

This document sets out the responsibilities of all those concerned with organising and taking part in After School Clubs at Redhill Primary School.

The **Club's** responsibilities are to: -

- Ensure that the children are appropriately supervised throughout the period of their attendance and at the end of Club meetings.
- Promote acceptable behaviour by children by their own example.
- Ensure the health and safety of children attending the Club.

The **Parent's** responsibilities are to: -

- Enrol their child/ren signing up, to a Club of their choice, for a term.
- Ensure that their child/ren are collected **promptly** at the end of the Club and inform the Club teacher/ leader when they leave with their child.
- Support their child in showing commitment for the duration of the club (please note no refunds will be given for non-attendance).

The **Children's** responsibilities are to: -

- Tell the Club leader if they need to leave the room, field, playground or hall area for any reason.
- Behave in the same way that would be expected of them during normal school hours.
- Pupils show commitment for the duration of the club.

The **School's** responsibilities are to: -

- Ensure that a full risk assessment is carried out for all activities.
- Ensure that there is a member of staff present on the school premises during all Club activities.
- Ensure that all Club staff have undergone the necessary checks for suitability to be involved in a Club for children.
- Ensure that Public Liabilities insurance is in place to cover the approved activities that are organised during the After School Clubs.



## RISK ASSESSMENT

The School aims to:-

“Manage safety in - not inspect defects out” and seeks “Continuous improvement leading to an injury free environment”.

Continual Risk Assessments are carried out using the H.S.E. guidelines (Health and Safety Executive).

- 1) Look for hazards.
- 2) Look for who might be harmed and how.
- 3) Evaluate risks and decide whether existing precautions are adequate or whether more should be done.
- 4) Record findings.
- 5) Review assessment periodically and revise if necessary.

Each teacher is expected to carry out their own risk assessment at the start of each lesson by following the points 1 - 3 above.

E.G.

- Is the floor clean and free of anything harmful?
- Positioning of apparatus should be well away from radiators, steps, staging etc.
- Check apparatus has been correctly assembled before use.
- Warn children of potential dangers e.g. manhole covers in playground.

At the start of each academic year, as part of the annual Health and Safety Awareness meeting for Staff, P.E. Health and Safety issues will be addressed. This will be particularly relevant to new members of staff.