



Haddenham Community Junior School - Physical Education Policy

This policy was adopted on: September 2023

The policy is to be reviewed by: March 2026

Definitions:

Physical Education is the process of learning through physical activities designed to improve physical fitness, develop fine and gross motor skills, knowledge and behaviour of healthy and active living, sportsmanship, problem solving or tactical awareness and emotional intelligence.

Physical Literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life” (IPLA, 2017)

Aims:

The national curriculum for physical education aims 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
- lead healthy, active lives

HCJS aim to:

- Promote a holistic approach to Physical Education and physical literacy.
- Develop all children to excel in a broad range of, fundamental and transferable, physical skills and activities.
- Engage and inspire children to be physically active for sustained periods of time.
- Inspire children to lead healthy and active lives being aware of how diet affects the body.
- Engage and promote all children to participate and compete regularly in a wide range of competitive sports and activities.
- Promote the ‘active 30 minutes’ initiative throughout the academic year.
- Increase physical activity during playtimes and lunchtimes by having a sports council team who plan and organise fun and interactive games for children to play.
- Enable children to develop skills by offering links to outside sports clubs and encourage these children to continue with sport outside of school.

Curriculum:

Physical Education is a statutory subject in the national curriculum. All children should take part in a minimum of 2 hours of physical activity per week. The knowledge and understanding of which are set out in the 2014 national curriculum program of study. It is led, managed and assessed by the Physical development health and wellbeing curriculum team.

Physical Education is delivered according to the policies and principles set out in the curriculum and teaching & learning policies.

At HCJS we promote, through curriculum time and extra-curricular activities, a holistic approach to Physical Education. We believe in teaching core fundamental movement skills and applying them in game and sport specific situations. In Lower Key Stage 2 we focus on developing fundamental/transferable skills alongside game specific skills within modified game situations while Upper Key Stage 2 focuses upon developing tactical awareness, outwitting opponents, gameplay, coaching and leadership.

Schemes of Work:

Our curriculum is based upon Chris Quigley's 'The Essential Curriculum. We utilise **REAL PE** and **GET SET 4 PE** to deliver our Physical Literacy and Physical Education lessons respectively.

Get Set 4 PE:

This programme aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. The curriculum planning in PE is carried out in three phases.

1. The PE overview is mapped out by the PE subject leader. It highlights unit coverage each term during the key stage. (picture below)
2. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit.
3. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area

REAL PE:

This programme focuses on Fundamental skills essential to high quality PE participation and performance. It is designed as a whole school approach, with all year groups (3,4,5) working on the same unit (cog) at the same time at their own level. There are six 'cogs' (half-term units of work) : personal, social, cognitive, creative, physical, health and fitness. Each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.



	TERM 1		TERM 2		TERM 3	
Year 3	Fundamentals Y3/4 REAL PE- Personal +	Ball Skills Y3/4 REAL PE- Social +	Dance REAL PE - Cognitive +	Hockey REAL PE- Creative +	Athletics REAL PE- Physical +	Rounders REAL PE- Health and Fitness +
Year 4	Tag Rugby REAL PE - Personal +	Gymnastics REAL PE- Social +	Basketball REAL PE - Cognitive +	OAA Tennis REAL PE - Creative +	Athletics REAL PE- Physical +	Cricket REAL PE- Health and Fitness +
Year 5	Netball REAL PE- Personal +	Dance REAL PE- Social +	Basketball REAL PE - Cognitive +	OAA Swimming +	Athletics Swimming REAL PE- Physical +	Rounders REAL PE- Health and Fitness Swimming +
Year 6	Handball Dodgeball Swimming +	Basketball Gymnastics Swimming +	Tag Rugby Badminton Y5/6 Swimming +	Hockey Fitness +	Athletics Tennis +	Cricket Volleyball Y5/6 +

SEN and Differentiation

As Physical Education teachers, it is our responsibility to make sure our lessons are barrier-free and meet the diverse needs of our students - this is most commonly known as differentiation. It has best been described as 'the matching of work to the differing capabilities of individuals or groups of pupils in order to extend their learning'. By planning for differentiation and integrating all pupils we ensure every student's fundamental right to access our wonderful subject, whilst also modelling a socially inclusive society which is based upon mutual understanding and respect for individual diversity. Thus, it is essential that we acknowledge students as individuals that learn in different ways and that we need to plan for differentiation by setting suitable learning challenges for all.

To begin planning for differentiation, teachers should have an open mind, positive attitude and willingness to modify and adapt learning, teaching and assessment strategies and practices. Secondly, it is helpful for teachers to know the common principles of differentiation which in the PE community is known as the STTEP principle (see diagram below).



Tom Gore

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