



Buckingham Park
Church of England Primary School
Excellence, through God who strengthens us

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School Policy Document

Physical Education Policy

Date Adopted by Full Governing board:	
Last reviewed on:	Click here to enter a date.
Next review due by:	Click here to enter a date.

1. BACKGROUND

- 1.1. At Buckingham Park Church of England Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on a clear Christian foundation and rooted in Christian values. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.
- 1.2. All school policies are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.3. The school has a set of values that are based on Jesus' Sermon on the Mount. These are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. These values are displayed below and permeate everything we do:

We are kind, helpful and polite
We do our best
We are honest
We share
We are peacemakers
We forgive others
We take care of everything, and everyone

2. INTENT

At Buckingham Park we want our children to be physically active and technically able. We strive for excellence in our approach and performance in Physical Education. PE is an essential subject at our school which promotes skill, physical health and self-confidence. It is vital to promote a positive attitude towards a healthy and active lifestyle from an early age. PE allows pupils to develop their knowledge of the body and enables students to compete, whilst developing tactical awareness. Buckingham Park's school values are inherently promoted within PE lessons, as is the important life skill of team work. Through PE children can demonstrate a range of talents that cannot be showcased within the classroom. We ensure all individuals are able to feel challenged and inspired in their PE learning. Pupils are able to develop a growth mindset by challenging themselves and setting new personal goals. In addition, pupils are able to plan, perform and evaluate their work, which are valuable transferable skills. At Buckingham Park we believe it is crucial to ensure students receive an engaging, quality and broad PE experience so that individuals can be involved in lifelong physical activity.

Our aims in teaching PE:

1. To ensure children are safe, confident and enjoy physical activity
2. To develop physical fitness, stamina and strength
3. To develop coordination skills and sporting technique
4. To develop tactical awareness and strategic planning
5. To develop links between planning, performing and self-evaluating
6. To demonstrate a sense of fair play and sportsmanship
7. To work collaboratively and successfully as a part of team
8. To motivate and maintain a lifelong interest in physical activity and healthy living

All children will first and foremost experience quality teaching delivered consistently from *The PE Hub*. Inclusion through PE is viewed as essential at Buckingham Park. Any children with identified SEND or in receipt of pupil premium funding may receive additional to and different from their peers (if appropriate) in order to access lessons dependent upon their needs. As well as this, *The PE Hub* provides excellent planning to support teachers to enable children to reach their full potential. Where barriers to learning are identified for whatever reason, a team approach led by the class staff is provided and supported by the PE lead.

3. IMPLEMENTATION

Long Term Overview:

Curriculum Plan Builder | The PE Hub

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception	Unit 1 Cooperate & Solve Problems	Unit 1 Gymnastics	Unit 1 Manipulation & Coordination	Unit 1 Dance	Unit 1 Speed Agility Travel	Unit 1 Body Management
Year 1	Unit 1 Gymnastics	Unit 1 Attack Defend Shoot	Unit 1 Run Jump Throw	Unit 1 Hit Catch Run	Unit 1 Dance	Unit 1 Run Jump Throw
	Unit 1 Send & Return	Unit 1 Dance	Unit 2 Attack Defend Shoot	Unit 1 Gymnastics	Unit 1 Send & Return	Unit 1 Hit Catch Run
Year 2	Unit 1 Send & Return	Unit 1 Attack Defend Shoot	Unit 1 Hit Catch Run	Unit 1 Run Jump Throw	Unit 2 Hit Catch Run	Unit 2 Run Jump Throw
	Unit 1 Dance	Unit 1 Gymnastics	Unit 2 Dance	Unit 2 Attack Defend Shoot	Unit 2 Gymnastics	Unit 2 Send & Return
Year 3	OAA Year 3	Unit 1 Gymnastics	Tennis Year 3	Basketball Year 3	Athletics Year 3	Unit 2 Gymnastics
	Unit 1 Dance	Netball Year 3	Lacrosse Year 3	Unit 2 Dance	Handball Year 3	Cricket Year 3
Year 4	OAA Year 4	Unit 1 Gymnastics	Basketball Year 4	Tag Rugby Year 4	Football Year 4	Rounders Year 3
	Unit 1 Dance	Tennis Year 4	Unit 2 Dance	Unit 2 Gymnastics	Lacrosse Year 4	Athletics Year 4
Year 5	Unit 1 Dance	Unit 1 Gymnastics	Football Year 5	Tennis Year 5	Athletics Year 5	Unit 2 Gymnastics
	Netball Year 5	Basketball Year 5	Unit 1 Dance	OAA Year 5	Hockey Year 5	Rounders Year 5
Year 6	Hockey Year 6	Netball Year 6	Unit 1 Gymnastics	Football Year 6	Handball Year 6	Athletics Year 6
	OAA Year 6	Unit 1 Dance	Tag Rugby Year 6	Unit 2 Dance	Badminton Year 6	Cricket Year 4

See Appendix 1 and 2 for Skills Progression throughout KS1 and KS2.

Reception:
Students will learn:

- Performing and linking simple gymnastics movements
- Moving and controlling objects like beanbags, balloons, and balls
- Creating short dance sequences
- Cooperating and problem-solving with partners and groups
- Body movement basics, including balancing self and objects
- Understanding basic changes exercise causes in the body
- Controlling speed and direction in running games
- Navigating obstacle courses

Our Reception lesson plans to encourage our youngest learners to develop their agility, balance and coordination in fun team based activities in dance, gymnastics and physical literacy. All our lessons at this level support the Early Years Framework for Reception and Foundation Stage.

Year 1:
Students will learn:

- Gymnastics take-offs and landings
- Linking running and jumping, long-distance throwing
- Expressing feelings of characters through dance
- Basics of games rules, such as end zones and bases
- Catching and throwing balls
- Describing benefits of exercise and ways people enjoy it
- Intercepting objects and outwitting opponents
- Participating in simple, fun competitions
- Hitting objects with a hand or bat
- Tracking and retrieving rolling balls

In Year 1, we introduce the elements of competitive sports in a way that's fun and supportive. Our pupils take part in activities in gymnastics and dance which they can reflect on performances and suggest improvements. They will also be introduced to principles of invasion games such as simplified netball to prepare them for more organised play at Key Stage 2. Finally, they will extend their understanding of how activity contributes to health and enjoyment.

Year 2:
Students will learn:

- Identifying and describing good-quality form and movement
- Basic net game rules and skills, such as boundary lines
- Simple gymnastics scoring and judging
- Static and dynamic balances
- Performing dance in duets and formations
- Jumping for distance and height
- Dribbling and passing balls
- Describing healthy lifestyles and how exercise supports healthy living
- Goalkeeping principles
- Bowling, batting and team fielding

In Year 2 PE lesson plans build on from Year 1 concepts, with more development activities for coordination, agility and balance, as well as preparing pupils further for games like rounders, cricket and netball that will be experienced in Key Stage 2. Children will develop striking and fielding skills for ball games and explore more complex movement patterns in dance and gymnastics.

Lessons for Year 2 will include more emphasis on evaluating form and identifying ways to improve one's own performance or make suggestions for improvement to others. Children will also be able to explain the principles of a healthy lifestyle and the role physical activity plays in keeping people healthy.

Year 3:
Students will learn:

- Body control skills in gymnastics rolls, jumps, and sequences
- Increasing flexibility through static and dynamic stretches
- Creating, performing and evaluating dance sequences
- Completing running and jumping challenges
- Fielding, bowling and batting for cricket and rounders
- Passing, dribbling, and teamwork for football
- Building an attack and defence skills for handball
- Netball zone play and passing tactics
- Working in teams to solve problems in outdoor settings
- Basic racquet skills, such as forehand shots and serves

In our PE lessons plans for Year 3, pupils are introduced to formal games like football, cricket, rounders and netball. This is done through fun supportive activities that teach rules, skills and simple gameplay tactics, such as defending as a team. Pupils extend their abilities in dance and gymnastics to include observing and reflecting on their own and others' performances. In addition to formal games, units include plenty of opportunities to help build our pupils' overall fitness through additional agility and flexibility activities.

Year 4:
Students will learn:

- Cartwheels and explosive movements in gymnastics
- Character, formations, and freeze frame positions in dance
- Baton passing, discus throw, and running on curved tracks
- Pull shot technique and run-scoring strategies for cricket
- Tackling, passing, and goal-side marking in football
- Circle running, 3-man weave, wave defence basics for handball
- Hockey stick-handling skills, passing, and run pacing
- High five positions and one-to-one marking in netball
- Map-reading and compass use skills for orienteering
- Basics of tag rugby, including positions and scoring

In our PE lesson plans for Year 4, pupils advance their experience and skills in formal games, including football, hockey, racquet sports and more. Alongside skills development, pupils begin to take greater ownership of their performances by judging their techniques, measuring times and distances, and recognising rules violations such as footwork fouls in netball.

They also have the regular opportunities to compete against others as well as set and pursue goals for themselves. In OAA, children will participate in trust games get to grips with fundamentals of orienteering: map-reading and using a compass. We also introduce tag rugby through a fun, safe skills development progression.

Year 5:

Students will learn:

- Performing extended gymnastics sequences with or without props
- Understanding locomotor vs. non-locomotor movement in dance
- Sprinting and pacing for distance when running
- Cricket overarm bowling and wicketkeeping skills
- Handball jump shots, set plays, and goalkeeping
- Bounce passing, one- and two-handed shooting in netball
- Fielding backwards hits in rounders
- Tag rugby passing and use of the diamond formation
- Use of volley shots and overhead shots in tennis, plus doubles play
- Using/interpreting Morse code in OAA

In our Year 5 PE lesson plans, pupils extend their understanding of games and fitness to include complex skills and tactics. Through fun, engaging activities, our pupils learn to apply more sophisticated, organised approaches to attacking and defending.

Pupils will develop their fitness with suitable activities for improving flexibility and strength, as well as improving confidence and stamina in athletics and gymnastics. Pupils will begin to understand how strength, flexibility and other principles of fitness apply to different games.

Year 6:

Students will learn:

- Incorporating flight and high apparatus into gymnastics
- Exploring street dance and haka, performing for others
- Sprint starts for athletics
- Cricket skills including short bowling and fielding high balls
- Football penalty starts, tactical use of space, team attack and defence
- Screening and organising around the D in handball
- Self-passing and channelling in hockey
- Netball rebounding and pass/shot marking
- Designing and refining OAA activities for others
- Playing tennis with full scoring

Our lesson plans for Year 6 encourage pupils to become active, self-evaluating participants in whatever game or activity they undertake. We guide pupils through achievable target-setting exercises, help them develop an understanding of how to judge their current performance or skill level, help them develop plans to improve. Pupils work on developing fluent technique, recording distance and time data, and comparing and contrasting performances in a constructive manner with others.

At this level, lesson plans assume pupils have a more sophisticated understanding of rules and laws for games and activities. They will be encouraged to communicate and collaborate with others to achieve goals and solve problems through their lessons.

Contribution of PE to teaching in other curriculum areas:

English

Links between PE and English include: sequence writing, instructions, planning, peer assessments, speaking and listening.

Maths

Links between PE and Mathematics include: measure, shape, space, number, sequences, angles, position and movement, rotation and time.

Science

We recognise that physical activity is an element of healthy lifestyles and promotes healthy eating to help challenge child obesity. These messages are shared in clubs and lessons with all age groups.

ICT

Videos of professional athletes and trainers are used to help demonstrate and develop good technique.

PSHE

PSHE and PE links include following rules, living healthily, co-operating and understanding fairness and equality.

Christian Values

Through sport pupils are taught the values of trust, respect, honesty and perseverance.

Sports Week

In addition to the learning linked to the National curriculum the whole school participates in National Sports Week. This is a national programme to raise awareness, spark enthusiasm and celebrate sport. At Buckingham Park this allows all pupils to come off-timetable and experience areas of sport that may not form part of the usual school curriculum. It also gives us the opportunity to engage and involve the wider school community, in particular parents. We are able to bring in specialist sports coaches to deliver exciting sessions. This exposes children to wider sports and aims to promote sport and exercise outside of school for children.

4. IMPACT

Assessment for Learning is fundamental to raising standards and enabling children to reach their potential. At Buckingham Park we use the PE Hub to facilitate assessing a child's progress in PE. Each half term, two PE units are delivered. With these two PE units, teachers aim to assess pupils on the development of their 'Head' (the thinker), 'Hand' (the physical) and 'Heart' (behaviour changer). 'Head', assesses a pupil's confidence, creativity, decision-making and deep understanding. 'Hand', relates to physical activity, growth and competency. 'Heart' refers to social and emotional development, values, healthy lifestyle and engagement. All of these assessment strands are adapted appropriately to each PE unit, allowing teachers to provide a consistent formative approach to assessing pupil progress. Teachers will assess each student against related strands. 'All', 'Most' or 'Some' will be used to assist assessment. If a child is in the category of 'some', that means that the child is one of a few who has excelled and is able to competently perform across each of the strands for that sporting unit. If the child falls into the category of 'Most', this means that the student has been able to achieve the majority of the strands. If the child falls into 'All', this means that the child has been able to achieve a few of the basic strands. At the end of the academic year, teachers have an overall picture of progress and attainment in PE at Buckingham Park.

The PE leader's role is to empower colleagues to teach PE to a high standard and support staff in numerous ways. The PE lead will keep up to date on current issues and pass on relevant information to assist teaching practice. S/he will demonstrate knowledge of quality PE and apply this understanding through modelling lessons and provide teaching advice to colleagues. The lead of PE will monitor expectations, provision and attainment across the school – providing feedback in order to raise standards. Equipment will be managed

well, ensuring staff and children are well resourced for their practical lessons. The PE lead will also provide an annual summary report to the Headteacher in which s/he evaluates strengths and weaknesses in PE and indicates areas for further improvement.

Swimming

Currently, our Year 4 students spend the year swimming, once a week at Aqua Vale Swimming and Fitness Centre. We aim for as many children as possible to leave year 4 (and primary school) swimming at least 25m.

Further aims and expectations include:

- To swim competently, confidently and proficiently over a sustained period
- To use a range of strokes effectively, including: front crawl, backstroke and breaststroke
- To perform safe self-rescue in different water-based situations

Swimwear expectations:

- Goggles
- Hat
- Swimsuit or trunks
- Towel

PE Uniform

All children are expected to participate in PE with the following sportswear:

- White T-shirt with school logo
- Navy blue shorts
- Traditional black plimsolls
- Navy blue track suit (optional but recommended for winter PE lessons)
- Drawstring bag for PE kit (available with school logo)

Jewellery is unsuitable for school and sports as it may cause injury to wearers and others. Earrings, of any kind, will not be worn. Long hair should always be tied back neatly with a simple bobble, scrunchy or alive band in school colours (jade green or navy blue). Hair should be worn in a style appropriate for the varied activities of the school day and colours should be avoided. A navy or dark-blue, plain headscarf (hijab) in the short fitted children's style (with no pins) may be worn.

Our Vision

Excellence, through God who strengthens us.

Based on Philippians 4

We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of our Local, Learning and Christian communities.

Our School Christian Values



Each of our Superheroes represents one of our School's Christian Values. Our Christian Values are at the heart of everything we do. We ask each member of our community to be a 'Superhero', working hard to demonstrate our values and to help others to do so too. Each is underpinned by stories or quotes from the bible.

We are kind, helpful and polite	A well-known example of kindness is given by Jesus in his story of the "good Samaritan", which is found in the book of Luke in the New Testament (chapter 10 verses 25-37). Kindness is also one of the 'fruits of the spirit' in Galatians Chapter 5.
We do our best	"Let everyone be sure to do his very best, for then he will have the personal satisfaction of work done well and won't need to compare himself with someone else." (Galatians 6 v 4).
We are honest	The ninth commandment given to Moses was, "Do not tell lies about others" (Exodus 20 v 16).
We share	"Make sure you don't take things for granted. Work for the common good and share what you have with others" (Hebrews 13 v 16).
We are peacemakers	"Blessed are the peacemakers, for they shall be called children of God". (Matthew 5 v 9).
We forgive others	Jesus asked us to forgive, 'seventy times seven' (Matthew 18:21). In other words, forgive and keep on forgiving without limit. Paul says: 'Be compassionate and kind to one another, forgiving each other, just as God forgave you.' (Ephesians 4:32).
We take care of everything, and everyone	In the Bible we find many stories of Jesus showing care for the sick and the downtrodden of society. Christians believe that their attitudes and actions must reflect the kindness, mercy and compassion of Jesus and the love of God for everyone.

Our Aims

Our aims underpin our vision and values and focus on the three communities that we sit within and value as important to the work we do as a school. They also are represented in the three colours of our school logo. This also represents the trinity (Father, Son and Holy Spirit) and inclusivity and tolerance in the form of three characters holding hands. We believe that by following our school values and collaborating within our three communities we achieve our vision – providing the highest quality education for all, in partnership with parents and achieving excellence with the help of God who strengthens us.

We aim to:

Be a **learning community** where:

- Each child is significant; noticed, valued, respected and cherished.
- Children are safe, kind, enthusiastic, happy, engaged, courteous, and interdependent.
- As a result of outstanding, motivating and inspirational staff and teaching, each child makes sustained progress from their own starting points.
- The teaching of reading, writing, communication and mathematics is exceptional and each child makes excellent progress.
- Teachers plan challenging and enjoyable tasks based on accurate assessment of pupils' prior skills, knowledge and understanding – supported by an outstanding, creative curriculum.
- Learning across the entire curriculum is highly valued and each subject and area of learning is treated as significant.

Be a **Christian community** where:

- Christian values are at the heart of school life. Honesty and forgiveness underpin all we do.
- There is a strong link with the local Church and the wider Christian community.
- Spiritual development, as well as cultural, moral and social development, are integral to the learning experience in the school.
- All children and families - those of the Christian faith, those from other faith backgrounds, and those with no faith background - may understand more about our Christian values and faith whilst being free to make their own choices.

Be a **local community** where:

- The school is at the heart of the wider community, served by that community, and serving that community.
- The school is fully inclusive, welcoming all sections of the wider community, including those families who do not have a natural connection to the school, so that all will view the school as an active and open part of the wider community.
- We share our school and form effective partnerships with other community organisations which have a positive impact on the life of the school.
- Everyone is a learner – providing opportunities for life-long learning