



Respect Responsibility Resilience

2018 - 2019

Physical Education Policy

1. Aims and objectives

1.1 Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor problem solving activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. We enable the children to make informed choices about physical activity throughout their lives.

1.2 The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

2. Teaching and learning style

2.1 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as a 50m sprint;
- grouping children by ability and setting different tasks for each group, e.g. different games;

- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

2.3 All children have the option to take part in Wake and Shake and all classes use Activate throughout the day.

3. PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We use the FUNs programme to inform planning and assessment. Children will be taught a breadth of topics across the key stages, topics will include dance, games and gymnastics, athletics and outdoor and adventurous activities. Children will begin swimming in Year 1 and will continue until they can swim 25 meters competently.

3.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group. We try to teach the same skills throughout the school to map progression.

3.3 Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

3.4 Class teachers complete a short term plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

3.5 We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4. The Early Years Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. This includes gymnastics, movement and dance and games skills.

5. Contribution of PE to teaching in other curriculum areas

PE can address most curriculum areas.

5.1 English

PE contributes to the teaching of English in our school by encouraging children to listen, follow instructions, as well as providing the opportunity to describe what they have done and to discuss how they might improve their performance.

5.2 Maths

Position and movement, co-ordinates and directional language, scoring, time and distance.

5.3 Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

5.4 Personal Development

PE contributes to the teaching of personal development. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. KS2 children are encouraged to take on a leadership role during lunchtime.

5.5 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other. Children have opportunity to explore spiritual themes during dance and when responding in movement to music.

6. Teaching PE to children with special educational needs

6.1 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.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6.3 Intervention through School Action and School Action Plus will lead to specific targets relating to PE.

6.4 We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7. Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information in their assessment files and use the information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

8. Gifted and Talented

Talented refers to a child who excels in one or more specific areas, typically those that call for performance skills.

Support will be given from within school to help balance education and training/competition requirements in order to achieve their aims in both aspects of life.

9. Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity and all earrings must be completely removed. Children are required to remove any items during PE lessons to prevent them from causing injury. Please note: Teachers are not permitted to remove earrings. Hair bands, ribbons/bows or 'scrunchies' should be plain and discreet. Hair bands should not have large bows or flowers attached.

10. Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has allocated times to attend school sports partnership meetings (PLT days) in order to review school needs and planning.

11. Extra-curricular activities

The school provides an extensive range of PE-related activities including football, golf, gymnastics, hockey, netball, rugby and dance for children at the end of the school day. After school clubs are open to all Y3 and 4 children and specific clubs are run for Y2 in the spring term. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. Year 3 and 4 children are also invited to train as playground leaders and deliver lunchtime activities to Reception Y1 and Y2 children. The school also plays fixtures against other local schools and participates in inter school festivals. This introduces a competitive element to team games 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.

12. School Sports Partnership

We have bought into the School Sports Partnership Programme. This will provide us with support during school and extra curriculum. Through working with specialist PE teachers our teaching skills will develop. Training courses will also be provided for CPD. The partnership will also provide us with festivals which will give the children experiences of competing against other schools and enables them to participate in a range of organised activities including cricket, football, rugby, multi skills and tennis.

This policy will be reviewed annually