



Primary School

PE Policy

Person responsible: Head teacher

Ratified by the governing body: Spring 2017

Date for review: Spring 2020

**Reverend Anne-Marie Renshaw
Chair of Governors**

Aims and objectives

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, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.

The objectives of teaching PE in our school are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- 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 show children how 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.

Teaching and learning style

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, paired or 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.

In all classes children have a wide range of 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
- setting tasks of increasing difficulty, where not all children complete all tasks
- grouping children by ability, and setting different tasks for each group
- providing a range of challenge through the provision of different resources

PE Curriculum Planning

Our school uses the national curriculum as the basis for its curriculum planning in PE. A long term curriculum map details the areas to be covered each term and year.

Teachers may use a variety of schemes to assist with planning such as, Val Sabin, TOPs cards, LCP PE resources. All lessons consist of a warm up, core activity and then a cooling down session.

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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

In addition to PE lessons a children are encouraged to be healthy and active through our fitness sessions. These are short daily activities for 10 minutes at a time.

Specialist PE teaching takes place for an hour a week for each key stage and as well as this staff at the school deliver an additional hour each week.

Swimming lessons are held at New Hall School (our sponsor school) with KS1/KS2 having lessons of half the year each. They also take part in an inter school gala.

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

Inclusion

The school aims to provide the highest quality PE lessons for all pupils. Tasks and the use of resources need to be challenging, but also matched to different abilities and needs. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources and use of facilities. Where possible, support staff are available to work with and specifically help pupils who require extra assistance. Teachers consider the following strategies which will help enable all pupils to achieve further development and progress in lessons.

- Modified activities (changing rules, playing area, equipment)
- Included activities (all pupils play adapted games)
- Parallel activities (all pupils take part in the same activity, but in different ways)
- Separate activities (alternative activity offered that pupils undertake part on own)
- Planning with the inclusion/SEN manager, class teaching assistants, and/or school nurse

Safe handling of equipment

Pupils are taught how to take out and put away apparatus safely from an early age.

- apparatus should not be dragged across the floor
- benches and bar boxes should be carried by at least four pupils
- planks, bars and the ladder should be carried by at least two pupils
- mats should be carried by at least four pupils. Years five and six pupils should be taught how to carry the mats in twos.
- Pupils must be taught how to lift and carry equipment from an early age. Correct technique and safe procedures must be demonstrated continuously as appropriate.
- lifting- using a straight back and bent knees
- carrying- pupils must look in the direction they intend to travel and must also be specifically reminded to be aware of others around them.

Health and safety

As with all subjects health and safety is a vital consideration. 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. A reminder letter will be sent home to the parents/carers of children who persistently forget their kit. No potentially dangerous jewellery is to be worn for any physical activity. Earrings should be removed or taped up if this is impossible. Hair should be tied back.

Assessment for learning

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Pupils are encouraged to evaluate their own work and to suggest ways to improve. Teachers record this information and use it to plan the future work. These records also enable the teacher to make an annual assessment of attainment , as part of the school's annual report to parents.

EYFS framework s

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged zero to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment both large and small. 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. We also work on specific skills which relate to dressing independently and self-care.

Extra-curricular activities

The school provides a range of PE-related activities for children, at lunchtimes and the end of the day. 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 and these are regularly updated on the school website. The school also takes part in regular inter- school events. This introduces a competitive element to team PE, 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 cooperation amongst our children.

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 their teaching, being informed about current developments in the subject and providing a strategic lead and direction for PE in the school including the effective use of the sports premium funding. The 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. PE, along with all other subjects, has an allocated budget.