



Baines' Endowed Church of England Primary Academy

PE Policy

At Baines' Endowed Church of England Primary Academy, we aim to develop self-belief and self-confidence in all our pupils and staff, through our mission that:

"With God, nothing is impossible" Luke 1:37

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

Intent

This policy identifies how the statutory requirements of the National Curriculum for Physical Education and Early Years Foundation Stage are met and reflects the school values and philosophy in relation to the teaching and learning of Physical Education.

Our policy sets out a framework within which the teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. It should be read in conjunction with the Scheme of Work, which sets out in detail what the children will be taught. This document is designed for all teaching staff, all staff with classroom responsibilities, school governors inspection teams and Cidari/LA advisers. Copies are available for all on Google Drive.

This policy links to and is informed by other school policies, including Behaviour, Assessment, Equal Opportunities, SEN and of course English, Maths, ICT and other curriculum policies through which aspects of the Physical Education curriculum may be taught.



Baines' Endowed

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The aims of Physical Education are:

- To enable all children to learn, and develop their skills, to the best of their ability
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning
- To encourage children to explore and try new experiences/activities
- To develop an ability to plan a range of movement sequences, organize equipment and apparatus, and begin to design and apply simple rules.
- To develop an ability to remember, adapt and apply knowledge, Practical skills and concepts in a variety of movement based activities
- To promote positive attitudes towards health, hygiene and fitness
- To foster an appreciation of safe practice.
- To develop a sense of fair play and sportsmanship.

Key skills

The following skills have been identified as key skills in Physical Education:

- Communication (speaking and listening)
- working with others
- Improving one's own learning and performance
- Application of thinking skills
- Problem-solving
- 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
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In our curriculum planning we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills because we believe that all children need to make good progress in these areas if they are to develop their true potential.

Implementation



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Our school uses the national curriculum requirements for Physical Education as the basis of curriculum planning. We have adapted the national scheme to the local circumstances of our school. We plan our curriculum in three phases:

1. We agree on a long-term plan for each key stage/year group. This indicates what topics are to be taught in each half term and to which groups of children
We review this long-term plan on an annual basis at the end of the Summer term.
2. Through our medium-term plans we give clear guidance on the objectives and teaching strategies for our topic. Each subject has schemes of work through which are articulated the areas of study.
3. For our short term planning we use the PE Passport, which contains blocks of lesson plans and step by step teaching guidance. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

All plans are saved and accessible on the PE Passport for all staff to access. Planning is used to set clear, achievable goals, it aims to ensure that work is well matched to pupils' abilities, experience and interests. These plans also consist of the correct terminology and step by step guidance on how to deliver a quality first lesson.

In the Early Years Foundation Stage, we adopt an interdisciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Foundation Stage Curriculum. We ensure that there is planned progression in all curriculum areas and this is based on children's interests and the continual evaluation and evolution of medium term plans.

A variety of teaching styles and activities is encouraged across the school, in recognition of the different learning styles of the children, as well as their different abilities. Each class teacher takes responsibility for facilitating children's progress. They consult with the subject leader, the SENCO, the Gifted and Talented coordinator or other professional bodies as the need arises so that all children have access to the curriculum and are helped to develop.

Throughout the school pupils will experience individual, paired, group and whole class teaching in Physical Education, the balance of which rests with the class teacher. Children may be grouped according to age, ability or other criteria such as friendship groupings. Such groupings are always organised so as to promote co-operation and effective learning and understanding, both when working with those you know and like but also with those you know or like less well. Every effort is made to ensure that work is carefully differentiated and



Baines' Endowed

Church of England Primary Academy

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matched to the individual/group (this differentiation may be in the form of different activities, different levels of adult support or different expected outcomes).

Learning activities are sequenced to ensure continuity and progression. Learning may be by means of direct teaching to the whole class or working with small groups if more appropriate, or individual and independent work, for example:

- Whole class teaching may be suitable for acquiring knowledge.
- Small group discussions may give opportunities to explore a skill further.
- * Children are taught how to accept winning/losing and how to develop good sportsmanship.
- Individual activities for example recording tasks/routines encourage Independence.

PE Lessons: PE is delivered through two weekly PE lessons. All children are expected to wear appropriate clothing, as are staff, and to participate to their full capacity. Children who do not have PE kits available, the children can be provided with suitable clothing to borrow. Our PE kit comprises shorts and a t-shirt for gymnastics and dance (pumps are required for these lessons), and additional tracksuit bottoms and trainers for outdoor activities.

Jewellery cannot be worn including Earrings, as directed by the PE Association (PEA). The PE Association is a professional body in the UK that represents physical education teachers. their guidelines emphasise safety. "It states not wearing earrings during PE classes, as this could result in injury. Earrings are a hazard if they become caught or pulled, leading to discomfort or even serious injury.

The children are taught both indoors and outdoors throughout the changing seasons. Cold weather does not limit our curriculum; indeed we encourage the children to get outside as often as they can. Children participate in a range of activities across the year, receiving a broad and balanced curriculum which teaches balance, control, coordination and stamina, and which build on skills year upon year. Different skills and sports are taught each term and each year group, and lessons are planned using and followed using the PE Passport. All PE lessons are designed to deliver vigorous activity and to improve fitness, children are also encouraged to improve their general fitness through additional, short sessions during the week which are not timetabled but happen incidentally. These can be in the form of Shake Up' activities, but are all designed to improve stamina and promote the benefits of exercise.

Swimming: Swimming is taught in Year Four during the second half of the year and children continue for the first half of Year 5 (Sep-Feb). This ensures that the children are given plenty of opportunity to develop their swimming and water safety skills, Children are expected to attend sessions with an appropriate costume; goggles may be worn with written consent from parents. Coloured bands must be worn for specific medical conditions



that all staff are made aware of. All staff accompanying the children will have undertaken Pool Side training.

Lunchtime:

We aim to promote fitness and sport during the Lunchtime break. As such, PE equipment is available for the children to use within the coloured zones on the yard.

Extra-Curricular activities: We aim to provide the children with the opportunity to experience sports that may be beyond their usual experience. From staff and outside agencies.

Healthy Lifestyles: As an addition to our PE lessons, we also celebrate and promote health and fitness in our Achievement assemblies, in which sporting successes are celebrated alongside more academic ones. Children are also invited to share sporting achievements from outside school and these are actively encouraged. Healthy Lifestyles are given a particular focus during our 'Healthy Lifestyles' week in June, in which children are encouraged to try a range of healthy foods and participate in a variety of sports.

Where possible and appropriate, educational visits are included within the curriculum, helping to bring the curriculum to life for the children. People with a particular interest or expertise in a particular topic or area may be invited into school to work with the children. Such visitors may include the local community, Blackpool Football Club and Blackpool Sports. IT supports the Physical Education curriculum. Children are able to use ICT to record their own and one another's work.

Children in all key stages may occasionally be asked to undertake some homework as part of their physical Education work. This could involve completing specific tasks or more general research activities.

A variety of teaching strategies are employed throughout the school for Physical Education, including:

1. Discussion - at all levels this is a key element of the teaching and learning in Physical Education. Children discuss issues/techniques/experiences in pairs, small or larger groups and as a whole class. Discussions are always closely focused by the class teacher and children are taught the skills of active listening, clear presentation and respectfully commenting on others' ideas.
2. Circle time - again this can be employed at all levels. The process of circle time may be adapted to suit the skills of the class and the confidence of the teacher, but always the main criteria are maintained: all children are given the opportunity to contribute.



Baines' Endowed

Church of England Primary Academy

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All children have to listen respectfully to everyone else's ideas or experiences. All children have the opportunity to pass should they feel unable or unwilling to contribute at that particular time.

3. Investigation/Problem Solving - This element is key in helping children develop decision-making skills in a safe "pretend" scenario - often raising issues they may tackle for real as they grow older or tactics relevant to PE and specific team sports.

4. Use of ICT- Using programmes available to support the children's knowledge and understanding of Physical Education. ICT can also be used, as outlined above, as a tool for recording work undertaken. There will be use of appropriate websites.

5. Visits - As already stated visits are encouraged throughout the school as a way of bringing Physical Education alive to the children. Adults willing to come into school are also a very valuable resource. Children can be free to ask questions, and a new face can sometimes alter perspectives and challenge viewpoints.

6. The contribution of Physical Education to other subjects

English - Physical Education contributes significantly to the teaching of English in our school mainly by actively promoting the skills of speaking and listening. Children develop their speaking and listening skills through: discussing Physical Education questions, discussing how they may feel and analysing one another.

Mathematics - Physical Education teaching contributes to the teaching of mathematics in a variety such as measuring, time, counting and problem solving.

IT - We use IT in Physical Education teaching where appropriate.

Personal, social and health education (PSHE) and citizenship - Physical Education contributes significantly to the teaching of personal, social, citizenship and health education.

Spiritual, moral, social and cultural development - When teaching Physical Education, we contribute to the children's spiritual development where possible. Children learn about important morals and ideals especially within team based activities.

Science - Children learn about the importance of a healthy body and the effects Physical Education can have on this.

7. Resourcing

There are sufficient resources for all Physical Education teaching units in the school. We keep these resources in a cupboard in the large hall and in a cupboard outside on the Year Three and Four yard. The subject leader has a budget for buying resources. The amount varies from year to year. If teachers feel that there is something missing or resources that would be useful, they then pass on this information to the subject leader.

8. Equal Opportunities & teaching children with additional need

For general details with regard to provision for children with additional needs, please see our agreed Special Educational Needs, Able, Gifted and Talented and Ethnic Minority Achievement Policies. All teaching and non-teaching staff are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity, disability and social circumstances, have access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum whilst in our school.

The statutory inclusion statement of the National Curriculum requires staff to modify teaching and learning to give all pupils relevant and appropriately challenging work at each key stage.

We modify for less able children by:

- Choosing material from an early year group/key stage if appropriate.
- Consolidating, reinforcing and generalising previous learning as well as introducing new knowledge, skills and understanding. Focusing on a more limited range of elements within the syllabus if necessary using different levels of apparatus for varying ability.
- Extra curricular activity groups are being identified for additional support to develop key skills (external coach)
- Simplifying the skill and repeating it with a target group of children.

We modify for more able pupils by:

* Choosing material from a later year group/key stage if appropriate. Adding to the complexity of the tasks and concepts presented.

*Using a wider and more demanding range of resources. Using questioning to challenge pupils. Providing children with a stimulus to aid independent work.

* G&T summer club was delivered in July 2021.



Baines' Endowed

Church of England Primary Academy

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Assessment in Physical Education is carried out in line with the school's agreed Assessment, Recording and Reporting Policy.

Gathering evidence of pupils' attainment is an integral part of teaching and learning. From this evidence teachers are able to:

- Identify what has been taught and, more importantly, learnt.
- Monitor pupils' progress in acquiring the knowledge, understanding and skills in Physical Education. Monitor pupils' progress in cross-curricular elements. Establish pupils' needs as a basis for future planning and teaching.

Teachers continually collect evidence of pupils' attainment in a variety of ways, including:

- Observing a pupil at work, individually and in groups.

Questioning, talking and listening to pupils, considering materials produced by the pupils and discussing these with them.

Involving children in assessing their own work helps them understand better their own strengths and needs. It is vital in ensuring children know how to move forward in their learning, the next steps.

Class teachers keep their own records and are responsible for reporting to parents. Progress in Physical Education is officially reported to parents on an annual basis as part of the School Report, however parents' evenings and arranged meetings with staff help parents gain an understanding of both the curriculum and their child's progress.

All records kept should be straightforward, manageable and understandable to those who need to use them. They serve two key purposes:

To show individual pupil's performance/progress against agreed levels of attainment. To show which aspects of the subject have been covered.

The subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in Physical Education for each age group in the school.

The Role of the Subject Leader

The Physical Education leader is responsible for:



Baines' Endowed

Church of England Primary Academy

A member of **CDARI**

1. Sharing the co-ordination of Physical Education throughout the school; ensuring that the curriculum is developed in compliance with the National Curriculum, Literacy and Numeracy Strategies and other relevant guidelines.
Ensuring the curriculum provides appropriate opportunities and experiences to enhance standards of achievement in the subject.
2. Assessment and target setting for the subject.
3. Working to support staff and to extend their knowledge and expertise in delivering the subjects, ensuring provision for, and use of, ICT is promoted through the subject.
4. To devise ways of, and support for staff in their planning for development and all other cross curricular themes within the subject
 5. Ensuring that the curricular provision is regularly and systematically monitored, reviewed and evaluated.
 6. Ensuring that the evaluation leads to action to constantly enhance provision.
7. Promoting parental interest and understanding of the school's provision and suggesting ways in which they can work in partnership with us.
9. Devising long and short term plans for the subjects, including budget forecasts.
10. Providing and organising suitable resources, ensuring that the resources are tidily boxed and labelled to make them accessible to staff. Ensuring the resource area stays tidy.
11. Providing an inventory of all resources, updating it annually and submitting it in February with bids for the following year's resources.
12. Controlling and handling of the budget for the areas.
13. Organising and leading INSET for the areas.
14. Leadership of a group when reviewing the curriculum

Monitoring and Evaluation

Monitoring and evaluation is carried out to enhance the teaching and learning of Physical Education within our school. It is the responsibility of all staff to monitor and evaluate the curriculum provision made for Physical Education within their own classroom in order that pupils make the greatest possible progress. Formal or informal evaluations will be carried



Baines' Endowed

Church of England Primary Academy

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out at the end of each lesson by the class teacher and an evaluation of the overall curriculum (that the syllabus is fully implemented) is carried out by the subject leader.

An important element of the subject leaders' role is that of monitoring the effectiveness of provision in Physical Education Pupils' progress and performance is evaluated taking account of factors, which may influence this, including teaching methods, resources, schemes of work and accommodation. All subject leaders maintain a subject file which contains the evidence and outcomes from their ongoing monitoring and evaluation.

Monitoring takes place in a number of ways:

- An analysis of teachers' planning
- Assessment of recorded work and displays
- Classroom observation, if and when appropriate
Discussion with individuals or groups of children
- Discussion with members of staff.

The Physical Education policy at Baines' Endowed CE Primary School will be reviewed and modified on a regular basis at least every three years.

It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet adding the date and signing where indicated.

Review

This policy will reviewed annually or as appropriate, by teachers and governors, in consultation with the Headteacher. Policy last updated October 2024.

The PE Policy at Baines Endowed C.E. Primary School will be reviewed and modified on a regular basis at least every two years.

It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet, adding the date and signing where indicated.



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Name of person responsible for this policy: Mr Walton, Miss Everson & Miss Stewart