

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 adventure 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. Thus we enable them 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.

3. PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses the Lancashire Scheme of Work as the basis for its curriculum planning in PE. We adapt the plans to meet the needs of the children in our classes as needed. As required in Key Stage 1, the children learn dance, games, gymnastics and athletics. In Key Stage 2 the children learn dance, games and gymnastics, athletics and outdoor and adventurous activities. Year 4 children go swimming.

3.2 The long-term curriculum maps lay out the PE activities covered in each term for each year group. The PE subject leader works this out in conjunction with colleagues and with consideration of CPD training.

3.3 The plans given in the Lancashire Scheme give details of each unit of work for each term. They define what we teach and ensure an appropriate balance and distribution of work across each term. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. Class teachers adapt the short term plans for each PE lesson from the Lancashire Scheme in order to cater for the individual need of their class.

3.4 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 Foundation Stage

4.1 We encourage the physical development of our children in the reception class as an integral part of their work. 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 three to five years of age. We encourage the children to develop their fundamental movement skills and develop confidence and control of the way they move, and the way they handle tools and equipment.

5. Contribution of PE to teaching in other curriculum areas

5.1 English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. PE enables children to develop their speaking and listening skills through giving and following instructions, using and understanding the correct terminology and through exchanging ideas with peers.

5.2 Maths

Children learn to apply numeracy skills in PE lessons through counting, measuring and timing. They are also encouraged to use mathematical terminology for shapes, space and position.

5.3 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

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 including equipment used, teaching style and 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 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

7.1 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 using the PE Passport App 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. The teacher passes this information on to the next teacher at the end of each year and the PE subject leader monitors throughout the year.

7.2 Class teachers keep photographic and video evidence of children's work through the PE Passport App where it is stored in individual children's passport. The PE subject leader reviews this regularly.

8. Resources

8.1 There is a wide range of resources to support the teaching of PE across the school. Most of our small equipment is held in the PE store where it is accessible for use in PE lessons. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground for games and athletics activities and the local swimming pool for swimming lessons.

9. Health and safety

9.1 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 wear the agreed clothing for each activity area as set out on the school website and in newsletters. 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.

10. Monitoring and review

10.1 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 creates an action plan for the year which is RAG rated termly. This considers the strengths and weaknesses in the subject and indicates areas for further improvement.

11. Extra-curricular activities

11.1 The school provides a broad range of well attended PE-related activities including netball, football, multi skills, athletics and other movement activities for children at end of the school day. These encourage children to further develop their skills in a range of activity areas. Some clubs are open to any pupil in the relevant year group where others are targeted to particular children. PE and sport premium funding will be used to increase the range of opportunities available to pupils. The school sends details of the current club activities to parents at the beginning of each term.

11.2 The school also participates in regular competitions and activities organised by the SGO. This introduces a competitive element 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. We aim to offer all children throughout their time at school an opportunity to represent the school.

12. Schools Sport Premium Funding

12.1 The PE and sport premium is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. We aim to develop and improve the sports provision in school by auditing and implementing new strategies and sports in consultation with school staff and pupils. We expect our teaching to be of high quality and therefore participate in regular CPD funded through the school sports funding. We buy in to the School Sports Partnership and participate in their competitions and activities offered in order to give all of our pupils chance to succeed in competition at their own level. All identified priorities and the impact of the funding on these are documented in the annual sports premium funding audit which can be found on our website.

PE Subject Leader

Date: September 2022

Policy to be reviewed September 2024