



Preesall Fleetwood's Charity CE School

PE Policy

Our School Vision Statement

'You are the light of the world. A school built on a hill cannot be hidden.'
Matthew 5:14 (adapted)

We will do our best, be kind, share ourselves with our community and shine from our hill, out into the world. At Fleetwood's Charity, we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.

Our Vision Statement pays homage to our belief that there is something potentially wonderful in each individual, and that this is something to be proud of and share with others.

PE Policy

Introduction

Here at Preesall Fleetwood's Charity School we seek to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole. We provide our children with opportunities to become physically confident in a way that promotes leading a healthy, active lifestyle. We aim to inspire children with active learning inside and outside the classroom in sport.

Intent

Subject Aims

- To develop competence to excel in a broad range of physical activities
- To encourage children to be physically active for sustained periods of time
- To encourage engagement in competitive sports and activities
- To allow all children to lead healthy, active lives

Implementation

Teaching and Learning Style

Within our school, PE is taught by individual class teachers, and takes place within the classroom or in our outdoor area. We involve a mixture of independent, paired and team tasks to allow the children to make progress within their own ability and through shared learning. We are involved with several external companies to ensure that the children are given ample opportunities to collaborate with other organisations to enhance their learning.

We are aware that in all classes physical ability will be widely varied. 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 do this by:

- 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

Curriculum

At Preesall Fleetwood's Charity we adopt the Lancashire P.E. Education Syllabus. This syllabus strives to simulate and maintain interest and enjoyment of PE to promote healthy lifestyles for their current and future lives.

EYFS

In early years PE is explored through their focus on 'physical development'. Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- 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 both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Health and Safety

It is the general teaching requirement for health and safety that applies to 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.

Cross-curricular links

English - PE supports the teaching of English in our school by encouraging children to discuss and describe what they have done. Children are also encouraged to reflect on their performance and discuss ways to improve.

Maths – PE supports teaching of Maths, as the children learn to count and measure as part of their PE activities. Children are taught to understand and reflect upon their performance numerically, by keeping track of the 'score' and recognising numbers that are greater or less than their previous attempts.

Computing - Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. Teachers are able to use the projector screen in the hall to show video support and demonstrations as well as play back group and class work to reflect on.

PSHE - PE contributes to the teaching of personal, social and health education. Children learn about the benefits of exercise and healthy eating. They learn how they can maintain a healthy lifestyle both in school and outside of school.

Music - Is often used as an enhancement in dance as well as images and video clips displayed on the projector screen in the hall.

Spiritual, moral, social and cultural development - The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Working in groups allows children to collaborate ideas and experience shared learning. Children are given the opportunity to build relationships and learn how people have different strengths which contribute to a successful team. Children learn to respect each other's differing ability, and develop a better understanding of themselves and of each other.

Impact

Assessment for Learning, recording and reporting

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 each other's work and to suggest ways to improve. Teachers note the progress made by children against the learning objectives for their lessons. At the end of a progressive unit of work, teachers make a judgement.

Role of the subject Leader

The PE subject leader is Miss Riding.

The Subject Leader is responsible for improving standards of teaching and learning in PE through:

- Monitoring and evaluating PE
- Provision of high quality PE through school
- Maintaining the availability of high quality resources
- Maintaining an overview of current trends and developments within the subject
- Identifying professional development needs of staff and planning CPD

The Subject Leader will meet with the link Governor twice a year and report to the Curriculum and Standards sub-committee as required.

Date of policy:

Date of review: