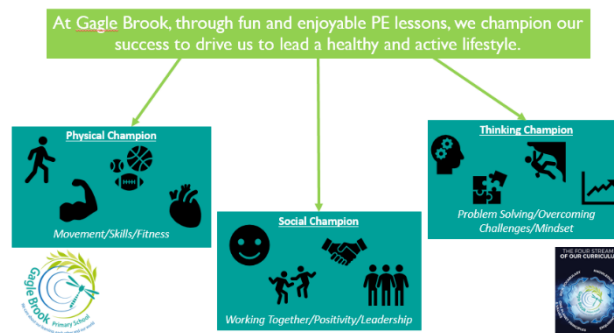


Gagle Brook Primary and Nursery School

Physical Education Policy

PE Curriculum Intent

At Gagle Brook, we believe PE is a fundamental part of the curriculum. We deliver high quality, fun and engaging Physical Education lessons to champion our pupils' successes to allow them to lead a healthy and active life. We aim to allow our pupils to develop competence and confidence in a physical, mental and social skills to support their health, well-being and fitness. Therefore, we believe that our children should be physically active every day, whether through daily physical activity, PE lessons, lunchtime or extra-curricular activities. We provide all children with that opportunity to compete in sport and other activities that build character and help to embed our school values such as teamwork, resilience and respect.



1 Aims and Objectives

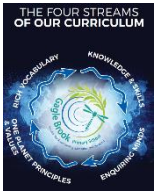
1.1 Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These activities include dance, games, gymnastics, swimming and water safety, athletics and orienteering. Physical Education promotes an understanding in children of their bodies in action as well as involving thinking, selecting and applying skills to promote positive attitudes about participation in physical activity and leading a healthy lifestyle.

1.2 The National Curriculum for Physical Education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sport and activities.
- Lead healthy, active lives.

2 Teaching and learning

2.1 At Gagle Brook Primary and Nursery School, we ensure that our Physical Education curriculum is planned for and delivered using the six principles of learning providing rich opportunities for challenge, explanation, modelling, practice, questioning and feedback. We have high expectations for all pupils, all of the time. We encourage students to be resilient, question, have time to practice a skill and we support them in responding to modelling, feedback and critique so they can improve their work and learning behaviours. We like them



to be inspired by the excellent work of others. Challenge is the key driver of everything we do.



At Gagle Brook, we teach using a variety of teaching and learning styles through PE lessons. Our principle aim is to allow children an opportunity to develop knowledge, skills and understanding through a mixture of group or individual activities. Teachers draw attention to good examples of individual or team performance as well as supporting those who are struggling through questioning and setting those exceeding further challenge. We encourage to pupils to evaluate their own performance as well as working with others to support their development. Within lessons children have the opportunity to collaborate and compete with each other, and they have the opportunity to use a wide range of resources.

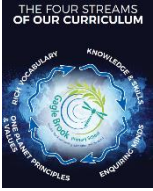
2.2 We recognise that in all classes, there are children of differing physical and learning abilities. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Allowing an opportunity of struggle but also the opportunity of success.

3. Physical Education curriculum planning

3.1 At Gagle Brook, we use the objectives as set out in the National Curriculum as the basis for its curriculum planning. The long-term overview for Physical Education is based on children developing physical, mental and social skills based upon building upon skills from exploring skills/movements, to developing competence and confidence in skills/movements, to combining skills to compete, to then being able to analyse skills/performance. Nursery and Reception children experience outdoor activities on a daily basis as well as taking part in Physical Education lessons. Physical Education in Key Stage 1 and 2 is taught in relation to termly topics where they will engage in one lesson indoors and the other outdoors. Swimming and water safety are taught to Key Stage 2 on a termly basis.

3.2 We carry out the curriculum planning in Physical Education in three phases (long-term, medium-term and short-term). The long-term plan maps the Physical Education topics studied in each term during both key stages. The medium-term plans, are based around the skills to be taught for that term, this means the children have an opportunity to develop skills in a wide range of activities collaboratively or individually either in isolation or combination. We teach the knowledge, skills and understanding set out in this way so we ensure that children have complete coverage of the National Curriculum but also have the opportunity to build upon skills and knowledge to develop further to ensure pupils feel competent and confident in a range of skills, activities and group sizes. The Physical Education subject co-ordinator is responsible for reviewing and monitoring these plans.

3.3 Year group teams will be responsible for lesson planning but this will be based around learning objectives and lesson intent statements set by Physical Education curriculum champion. Class teachers will identify how the lessons will be taught and teachers and the curriculum champion will often discuss them on an informal basis. All lessons plans will be support through schemes of work or useful resources to ensure a successful lesson.



4 Early Years

4.1 We teach Physical Education in nursery and reception as an integral part of the year. We encourage the physical development of our children and allow them to develop competence and control of the way they move and handle equipment. We give all children the opportunity to undertake appropriate physical challenge both indoors and outdoors using a wide range of resources to support specific skills. Gross motor development interventions are in place for those who require additional support.

5 The contribution of Physical Education to teaching in other curriculum areas

5.1 English

Physical Education contributes to the teaching of English in our school by encouraging children to use new vocabulary, describe what they have done and to discuss how they might improve performance using a range of platforms to display this information. Spoken language skills are important throughout Physical Education lessons when working collaboratively, analysing performance, running competitions and officiating games.

5.2 Mathematics

Physical Education contributes to the teaching of Mathematics in our school by encouraging children to count, time keep, keep score. As well as using skills such as measure when running competitions and officiating. Children also can recognise different shapes, positions and directions. As well as developing graphs and representing data to analyse and support performance and skill progression.

5.3 Computing

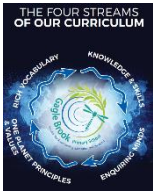
We use computing skills when relevant to support Physical Education. In dance and gymnastics, the use of video recordings of performance and skills to direct them onto where to improve and focus on their next steps. As well, we make use of media such as sound or video during dance or gymnastic activities. Primarily, children in Key Stage will compare others performance from recordings to help improve performance or celebrate success. Research using suitable search engines can be vital in searching rules for games to support competition set up and officiating.

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

Physical Education contributes to the teaching of personal, social and health education and citizenship. Children will learn about the benefits of exercise and healthy eating and how to make informed choices in order to lead a healthy and active life. Children will also learn about how physical activity and sport can impact on lives in the wider world, by learning not only the physical benefits but also the social and mental benefits it can have.

5.5 Spiritual, moral, social and cultural development

The teaching of Physical Education offers an opportunity to support the social development of our children through the way we expect them to work collaboratively. Groupings allow children to work together and give them a chance to discuss their ideas and performances as well as compete with others. Their work in general will enable them to develop a respect for others abilities and encourages them to co-operate across a range of activities and experiences. Values such as respect, kindness, empathy and others are encouraged in each and every Physical Education session and sports competition.



6 Teaching Physical Education to children with special educational needs

6.1 At our school we teach Physical Education to all children whatever their ability. Physical Education forms part of the school curriculum policy to offer a broad and balanced education to all children. Through Physical Education we provide learning opportunities that enable all pupils to make progress and become a 'Champion'. We do this by setting suitable learning challenges and responding to each child's different needs.

6.2 When a child has special education needs, we will look at a range of factors such as classroom organisation, teaching materials, teaching styles and differentiation so that we can take additional or different action to ensure the teaching is matched to the child's needs and is inclusive.

6.3 We enable pupils to have access to a full range of activities involved in learning PE, where children are able to participate in activities outside of our school, for examples swimming at the local pool or a sport event at another school, we will carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

8 Assessment and recording

8.1 Attainment in Nursery and Reception is assessed against the Early Learning Goals at the end of the reception year. Ongoing individual monitoring happens through the year to ensure all next steps are addressed and planned for.

8.2 Teachers will assess children's work by making assessments as they observe them during a lesson. They will use this information to help support future planning of lessons and future of each child's learning. This information will be passed onto the next teacher at the end of the year.

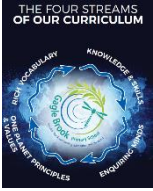
8.3 Teachers and pupils will analyse their performance in three key champions. These champions will be Physical Champion, Thinking Champion and Social Champion. These will be rated on a scoring system to identify areas of development and strengths of pupils.

9 Resources

9.1 There are growing resources to support the teaching of Physical Education across the school. We keep all Physical Education equipment in a store cupboard and this is accessible to all staff in the school. The field and playground are available to use for all Physical Activity lessons as well as the adventure playground which may also be used if appropriate to meet the lessons objectives.

10 Health and Safety

10.1 The general teaching requirement for healthy and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We asked that all children are dressed appropriately to undertake physical activity, and that shoes and socks are removed when doing Physical Education lessons indoors. There is an expectation that all teachers set an excellent example by wearing appropriate clothing when teaching Physical Education.



11 Monitoring and review

11.1 The monitoring of standards of children's work and quality of teaching in Physical Education is the responsibility of the Physical Education curriculum champion. The work of the curriculum champion also involves supporting colleagues in the teaching of Physical Education, being informed about current developments in the subject and providing strategic lead and direction for the subject in the school.

12 Extra-curricular activities

12.1 The school will provide a range of Physical Education related activities for children during and at the end of the school day. These will encourage the children to develop skills further in a range of activity areas. The school will send details of current club activities to parents at the beginning of each term.

12.2 Children will have the chance to represent the school in a range of activities against other schools. These will either be inter-school competitions or sporting fixtures. Children will also take part in a school sports day as well as sports week. This will introduce them to the competitive element as well as an opportunity to showcase their talents and develop skills further. This offers opportunities to foster collaboration skills as well as develop a sense of team spirit and co-operation.

12.3 Children in Year 3 will have the chance to apply to become a Gagle Brook School Sports Ambassador. The children will complete an application to showcase what skills and reasons why they want to be advocates for Physical Education and Sport in school. They will participate in school training to develop leadership qualities to ensure they can offer a range of activities to others in the school at lunchtime and as well to become a pupil voice to support the progression of Physical Education in the school.

Signed: Mrs E Holloway

Date: July 2022

Review date: July 2024