



# Grove Vale Primary School

## PE Policy

E Wetherall

Approved by:

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Last reviewed on: March 2023

Next review due  
by:



## **Equal Opportunities Statement**

This policy will be implemented on an equal opportunities basis, ensuring that it does not discriminate in any way against any pupil group, regardless of gender, ability, disability, religious or cultural belief, or racial background.

## **Rationale**

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, co-operative and face up to different challenges as individuals and in groups and teams.

It promotes positive attitudes toward healthy and active lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

### **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 positively and co-operatively with others in a range of group and team 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 plan and evaluate their own success.
- to offer children 2 hours of high quality physical activity per week.



- to develop and promote positive attitudes to lifelong physical activities.

## **2 Teaching and learning style**

2.1 At Grove Vale Primary, 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, including direct teaching in respect to the key teaching points of each activity. 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. 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, e.g. different games with varying restrictions;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

## **3 PE curriculum planning**

3.1 PE is a core subject in the National Curriculum. We teach dance, gymnastics, games skills, swimming, yoga and team building skills at Key Stage 1. In Key Stage 2 we teach; dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. All children, from Reception to Yr6 take part in weekly swimming lessons throughout their time at Grove Vale Primary School.

3.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group when required.

3.3 Our medium-term plans, follow the format of a progression of skills document for teachers to follow to ensure age appropriate skills are being taught, and that there is a clear progression throughout the year groups.

3.4 We use the 'Get Set 4 PE' platform to plan and deliver our PE sessions. Each PE lesson follows the same three-part structure. Lessons begin with a warm up, followed by the main activity and a cool-down. For example:

Warm-up – pulse raising activity e.g. domes and dishes.



Main activity – skills session linked to clear objectives e.g. dribbling skills, then developed into a small-sided/ game situation.

Cool-down – stretching/breathing activities to reduce pulse rate.

3.5 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 EYFS**

4.1 We encourage the physical development of our children in the Reception classes as an integral part of their work. As the Reception classes follow the Early Years Framework, we relate the physical development of the children to the educational programme which underpins the curriculum planning for children aged zero to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. 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. Our children have constant access to the outdoors to get involved in gross motor activity.

#### **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 i.e. writing reports/ accounts on Outdoor Educational visits and to discuss how they might improve their performance. Many activities also offer the children a chance to develop their listening skills.

##### **5.2 Information and communication technology (ICT)**

We use ICT to support PE teaching when appropriate. In athletics, children have opportunities to use stop-clocks to record and monitor their performance and progress. Older children compare each other's performance from recordings and use these to improve the quality of their work. Results may also be plotted into graphs using the computers. Modelled practice (using selected DVD's and researched clips) are also projected onto the interactive white board in the infant hall when appropriate to the lesson. Use of ipads to record, improve and document performance.

##### **5.3 Maths**

There are many opportunities to use mathematical skills. For example, children may be able to calculate average times and distances during athletics. They may also measure distances and work out total distances achieved.



#### **5.4 Science and 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. Effects of exercise on the human body.

#### **5.5 Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons and activities. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other. In competitive situations children learn to work towards a common goal through hard work and perseverance.

#### **5.6 Music**

PE sessions allow children to listen and respond to a range of music genres. Children explore a range of rhythms and tempo through dance and yoga sessions.

### **6 Teaching PE to children with special educational needs**

6.1 At Grove Vale Primary 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.

6.2 We consider the needs of children with physical or learning difficulties and take the necessary steps by enlisting extra help, adapting equipment or differentiating tasks to ensure they have equal access to the curriculum.

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.

6.4 We consider the needs of our EAL children and make appropriate adjustments to enable children to access the session, e.g. simplifying language, using other children to translate, or demonstrating rather than speaking.

6.5 Recognising the need to extend and provide a greater challenge for more able pupils. Children working at a greater depth are planned for specifically and challenged accordingly.



## **7 Assessment and recording**

7.1 Teachers assess children's work in PE through weekly observations during the PE sessions and at the end of each unit (Half termly) using INSIGHT. Teachers also record evidence of the children's progress throughout a unit of work and upload the evidence onto the sharepoint in the relevant folder. Teachers report on the children's achievements and areas of development informally with children and parents and formally through the end of year school report. The teacher passes the annual report on to the next teacher at the end of each year.

7.2 The PE subject leader monitors the evidence uploaded by teachers throughout each unit. Teachers upload evidence for each unit covered, the evidence shows the progress the children have made throughout the unit.

7.3 Feedback to pupils about their own progress will also be used through informal discussions between the teacher and child in the context of the lesson.

7.4 Children are regularly encouraged to take part in self-assessment and peer assessment. Their results are often fed back to their small groups or class.

7.5 Formal assessment is made on completion of each unit using the INSIGHT platform.

## **8 Resources**

8.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small and medium sized equipment in the PE store, and this is accessible only to staff members. 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 playground, fields and the hall for games and athletics activities. The school field is used for larger events e.g. sport's day. Grove Vale Primary School has a heated indoor swimming pool on its premises (see swimming policy).

8.2 Small equipment is checked by the co-ordinator on an on-going basis. If any defect is found in any of the P.E. equipment this should be reported immediately and withdrawn from use. An annual check of large equipment is made.

8.3 P.E. equipment is purchased through the school budget or from Sports Premium Funding. If staff have a particular requirement they should speak to the co-ordinator regarding availability of funding for the purchase.





## 9. Health and safety

P.E. Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. Safety is further enhanced by emphasis on the need to wear correct clothing and use the correct equipment in a safe manner. There is a need for warm-up and recovery periods when exercising.

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 to come dressed for PE into the agreed clothing(uniform policy). In order to participate in PE and games lessons children are required to wear: indoor black pumps (outdoor trainers for games); plain blue or black joggers(Winter) or blue/black shorts(summer); their team colour T-shirt (blue, red, green or yellow) and a navy jumper/hoodie.

9.2 Exceptions can be agreed on religious grounds e.g. track-suit bottoms for older girls, and for weather conditions.. The policy of the governing body is that no jewellery is to be worn for any physical activity (in certain circumstances jewellery must be covered using plasters e.g. newly pierced ears). Any religious 'wrist' items that can not be removed can be covered with a sweat-band that needs to be supplied by the family of the child.

9.3 Staff members should wear their PE uniform to teach PE at all times.

9.4 Children who suffer with asthma need to have their inhalers readily available for possible use during the PE activity. Children are to administer the inhaler to themselves. Class medical box should be taken with class teacher when teaching PE sessions.

9.5 Any injuries which may occur during a PE activity need to be attended to by a qualified First Aider in school and documented in the First Aid record.

9.6 Children not taking part in the PE session should bring in a note from home to explain the reasons why. If they do not have a note the teacher should use their own discretion as to whether the pupil is fit enough to participate. The child's parent or carer should be spoken to at the earliest opportunity where a note has not been provided.

9.7 Children not taking part physically can be encouraged to take on an observational role in the lesson. This provides the child with an opportunity to critically analyse the lesson in which they are not participating in.

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 has specially-allocated management time in order to undertake lesson observations of PE teaching across the school, in keeping with the school self-evaluation plan. The PE Lead is part of the Dancedesk community to keep up to date with PE development locally and nationally.

## 11 Extra-curricular activities

11.1 The school provides a range of PE-related activities for children which may take place at lunch time or at the end of the school day. These encourage children to further develop their skills in a range of the activity areas and help to embed physical activity as part of a healthy lifestyle. The school sends details of the current club activities to parents.

11.2 The school also plays regular fixtures against other local schools in a range of sports and is a committed member of the local PE network. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons and clubs. These opportunities foster a sense of team spirit and co-operation amongst our children, whilst also developing a sense of 'healthy' competition.

11.3 Links with other agencies help to enrich the PE Curriculum. These may include: visits and coaching from sports agencies e.g. Bangra dancers, gymnastics coaches, visits to outdoor education centre and liaison with PE advisors/specialists.

## 12. Excellence/Celebration

12.1 Excellence in PE may be celebrated occasionally in display and performance including:

- display of dance, cheerleading and gymnastics in assemblies and lessons.
- involvement in sports day events.
- praise in Celebration Assembly (every Friday).
- roles and responsibilities awarded e.g. PE monitors.
- Sports awards every half term.
- Children encouraged to bring in awards/certificates that they have achieved away from school to be celebrated in assemblies.

### **P.E. & Sport Premium**

Within our setting we make use of the sports premium by making additional and sustainable improvements to the quality of P.E. and sport by developing and adding to the activities the school already offers and making improvements that will benefit pupils joining the school in future years.

It provides existing staff with training and resources to help them teach P.E. more effectively and to be able to introduce new sports activities to encourage more children to take up sport.





The funding also allows us to have a dedicated swimming teacher to deliver quality swimming sessions throughout the whole school.  
It also allows us to be part of the PE network, keeping up to date with initiatives and increasing the quality of PE across our school.

