



PE Policy 2020-21

This PE Policy is to be read alongside our Curriculum Policy and Health and Fitness Policy.

Vision

At Urmston Primary School we place children at the heart of all we do, our values leading us in the way we teach and the way we learn. We embed these values into the fabric of our school culture and enable our children to learn in an environment that is relevant, engaging, exciting and challenging and encourages them to reflect upon their learning. PE plays a core role in helping develop this at UPS. Our children will grow into a society which has myriad temptations and means to engage and we hope to ensure that our provision for PE and sport ensures that physical activity has a seat at the table and that our children see this as a valid and purposeful way to spend their time, competing with computer games, TV and the like. To ensure this, PE and sport at UPS is engaging and exciting and broad in its remit, with skilled coaches from the PE and Sports Hub enhancing provision and supporting teachers in the delivery of a broad and balanced PE curriculum, based on the PE Passport.

Rationale

The rationale for prioritising PE is clear. A prominence in enhancing provision, awareness and engagement 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, cooperative 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. 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. The utilisation of the PE Passport ensures that appropriate and necessary

knowledge and skills are covered and this means that sessions can be planned in taking pupils' needs into account.

Aims

The aims of the PE Policy relate directly to those of the school as a whole. We aim to:

1. Stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles (see Health and Fitness Policy)
2. Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE.
 - a. To enable pupils to see PE as:
 - i. A major feature in our lives, related to employment, leisure and culture.
 - ii. Part of a wider body of knowledge and skills, e.g. interpersonal and problem-solving skills.
 - b. To enable pupils to:
 - i. Understand and use safe practice and to appreciate its importance in PE.
 - ii. Understand the short and long term effects of exercise on the body.
 - iii. Understand the role of exercise in a fit and healthy lifestyle.
3. Enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim for the Physical Education department.
4. Enable pupils to work independently and as part of a group or team in varied activities so as PE contributes to the development of core skills such as communication by speech.
5. Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.
6. Develop an awareness in pupils of the implications of sport and physical activity (past and present) for the individual and local, national and international communities.
7. Allow pupils to develop informed opinions and be able to support them in reasonable argument.

Objectives

These objectives relate directly to the aims for PE and are intended to show how the aims are put into practice...

1. Staff should provide a variety of experiences and activities during the course of study and during a PE lesson if possible and appropriate, for example:

- a. Games
- b. Gymnastics
- c. Swimming

- d. Indoor and Outdoor activities
- e. Individual and group activities
- f. Problem Solving – e.g. Communicating PE ideas to others by means such as speaking
- h. Listening and appraising.
- i. Practising and refining skills
- j. Using repetition in order to improve

2. Staff should refer to work in other curriculum areas when appropriate:

- a. Pupils should follow written and verbal instructions accurately.

- b. Safety is further enhanced by emphasis on the following:

- i. The need to wear correct clothes/equipment.
- ii. The need to follow rules.
- iii. How to lift, carry, move and place heavy equipment.
- iv. The need for warm-up and recovery period when exercising.
- v. How to swim and be safe when around water.
- vi. General safety rules when engaged in Outdoor Education.

3. 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. The department's schemes of work identify planned opportunities for pupils to develop a range of desirable personal qualities.

4. There should be opportunities for individual and/or group activities so as pupils can express their feelings verbally and learn how to work cooperatively as well as on their own.

5. Staff should encourage pupils to improve in a particular sport or skill over a period of time.

6. Staff should adhere to the School and Departmental reward systems in order to encourage pupils to achieve their full potential and experience a feeling of achievement.

7. Pupils should be encouraged to share their experiences/culture with others in order to enhance the quality of learning and to develop socially and inclusively.

8. Staff should not attempt to spend inequitable amounts of time with any one pupil or groups of pupils/gender group etc. However staff often spend considerable amounts of their own time helping individual pupils.

9. Staff should attempt to show the enjoyment and benefits that PE and Sport have given us. This can be done by carefully phrased comments and well-chosen resources.

10. As a school working toward inclusion we will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them, particularly on health and fitness issues.

**Planning, resources and teaching and learning...and assessment and end points –
monitoring impact)**

(Refer also to the Curriculum, Teaching and Learning and Feedback Policies)

The PE Passport is a key tool for teachers' planning and provides us not only with an overview of what is taught, by both the PESH coaches and teachers, but also as an aid to assessing pupil performance, gauging skills and to subsequently move learning on. Communication between the coaches and teaching staff is key here as it provides all staff members who deliver PE with a clearer picture of our children's needs so that we can help them develop their skills and knowledge. Like skills in all curriculum areas, the PE Subject Leader chooses a skill set for assessment each term, based upon their knowledge of standards across the school and based on the DfE document, *Teaching a broad and balanced curriculum for education recovery*, which states, 'it is a priority to develop and refine pupils' fundamental movement skills in a variety of contexts, including dance and game-based activities'.

Honing in on particular skills enables focus and a capacity to develop the areas that need to be developed most. Here, as mentioned in our Curriculum Policy, teachers work in collaboration with subject leaders to assess specific **skills** and whether each child is developing, broadly achieving, or exceeding expectations in such skills. *This will happen at the end of each term.* We believe that assessment should inform better practice and that a key purpose of assessment is to monitor the impact and effectiveness of our curriculum, move learning on, identify areas for development and act on them.

Because there are so many skills to cover within our curriculum, we take a measured approach which enables subject leaders and teachers to prioritise and pinpoint areas for improvement. At the beginning of each term, subject leaders and teachers will highlight a particular skill area to assess, based upon their subject's priorities, following findings from their monitoring procedures. Sometimes this will change termly, sometimes twice a year, with all skills areas being more specifically assessed at least two or three times within the course of a key stage, with teachers and subject leaders making themselves fully aware of their class' needs at the start of each year. Because of this, the focus will always be based upon the development needs of the subject. It also ensures a regular focus on each area so that progression in standards and the impact of the curriculum can be monitored and reviewed.

Beyond the curriculum

PE can also be enhanced beyond the curriculum through activities such as:

- * taking a break from lessons and walking/running the Mile on the playground;
- * in-class activities linked to Maths, eg Mathematics, Action Maths;
- * class-based ICT, eg 5-a-day;
- * studying the lives of famous sports people and their achievements/successes as part of PSHE, ICT etc.
- * whole school events including a host of fundraisers such as Sport Relief.
- * many other enhancements included in the Health and Fitness Policy

Policy written: October 2021

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To be reviewed: September 2022