



PHYSICAL EDUCATION (PE) POLICY

AIMS AND OBJECTIVES

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, team sports:- Tag Rugby, Football, Cricket, Netball, Hockey, Rounders and Outdoor Adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle and working co-operatively as part of a team. Thus we enable the children to make informed choices about physical activity throughout their lives.

THE OBJECTIVES OF TEACHING PE IN OUR SCHOOL ARE:

- to enable children to develop and explore physical skills with increasing control and coordination;
- 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 show children how 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.

TEACHING AND LEARNING STYLE

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 or 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.

In all classes children have a wide range of 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 (e.g. timed events, such as a 50m sprint);
- setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- grouping children by ability, and setting different tasks for each group (e.g. different games);
- providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

PE CURRICULUM PLANNING

Our school uses the National Curriculum as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. We teach dance, games and gymnastics, swimming and water safety at Key Stage 1. In Key Stage 2 we teach team sports, dance, gymnastics, swimming and water safety, and athletics. We also teach outdoor and adventure activities in Class 5 & 6 – currently through our residential visit to Hautbois.

The scheme of work for P.E. details which sports/skills will be taught in each term.

We use the National scheme of work as the basis for our medium term plans. This gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The sports coaches work together to review these plans.

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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Plans are written for a range of activities to allow for flexibility. Lessons can be changed or cancelled due to weather conditions or Sports fixtures.

THE FOUNDATION STAGE

We encourage the physical development of our children in the Reception class as an integral part of their work. As the Reception class is part of the Foundation Stage of the National Curriculum, 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 confidence, control of the way they move, and care in the handling of 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.

CONTRIBUTION OF PE TO TEACHING IN OTHER CURRICULUM AREAS

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.

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. 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.

PE AND INCLUSION

We teach PE to all children, whatever their ability or individual needs. 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 good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities and those with special gifts and talents.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example) we request a copy of their risk assessments to ensure that the activity is safe for all our pupils.

ASSESSMENT FOR LEARNING

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. Children are set tasks and targets according to their ability.

RESOURCES

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large gymnastic apparatus, and we expect the children to help set up and put away this equipment as part of their work. (Some of it is stored outside the hall, and is brought into the hall prior to the lesson.) By so doing, the children learn to handle equipment safely. The children use the school field and the tarmac playground for games and athletics activities, and the local swimming pool for swimming lessons.

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. Pupils are not allowed to take part in certain sports without the correct safety equipment, e.g. gumshields, suitable footwear, safety studs, shin pads etc. The Principal expects the teachers to set a good example by wearing appropriate clothing when teaching PE. It is school policy that no potentially dangerous jewellery is to be worn for any physical activity.

EXTRA-CURRICULAR ACTIVITIES

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools. 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. These opportunities foster a sense of team spirit and cooperation amongst our children.

Current activities during the year include: - rugby, football, netball, hockey, tennis, cross-country, athletics, swimming and rounders.

MONITORING AND REVIEW

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the Principal. The school employs 3 sports teachers, who specialise in the teaching of different sports and each one leads the sports in their own area of expertise. The sports teachers collectively review the schools policy and schemes of work.

This policy will be reviewed at least every two years.

Principal:	Mrs Sharpe	Date:	November 2019
Subject Leader	Mr M Laffeaty-Johns	Date:	November 2019

REVIEW DATE: September 2021