



PE Policy

Reviewed: May 2020

Review due:

Signed:

THE PURPOSE OF THIS DOCUMENT

This policy reflects the school values and beliefs in relation to Physical Education. It provides a framework for teaching Physical Education and gives guidance on planning, teaching and assessment.

THE IMPORTANCE OF PE

1. Promotes pupil's physical skills, development and understanding and knowledge of their own body, by providing opportunities for them to perform, with increasing competence and confidence in a range of activities.
2. Ensures that children develop a positive attitude towards an active and healthy lifestyle.
3. Provides opportunities for children to be creative, competitive and face challenges as individuals, pairs and teams. It is.
4. Provides opportunities to plan, perform and evaluate, which helps them to improve the quality and effectiveness of their learning. Through this, they discover their aptitude, abilities and preferences, which will enable them to make informed choices about physical activity throughout their lives.
5. Helps children to establish self-esteem and teach them how to deal with successes and failures in competitive and co-operative physical activities.
6. Develops problem solving skills, interpersonal skills and helps to forge links between school and the local community.

AIMS

- To develop the skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency
- To develop an increasing ability to select, link and apply skills, rules, tactics and compositional ideas
- To improve observational skills and the ability to evaluate their own and others work and use these skills to improve the quality and control of their performance
- To encourage children to work independently and co-operatively in a variety of situations
- To encourage a sense of fair play and sportsmanship
- To develop the children's enjoyment of physical activity through creativity and imagination
- To recognise the effect of PE on the body and motivate and retain a lifelong interest in PE and to recognise the importance of maintaining a healthy lifestyle
- To be safe and healthy during exercise by wearing correct clothing and developing a knowledge of safe practises when lifting, carrying and using equipment

PUPIL ENTITLEMENT

All pupils are entitled to a progressive and comprehensive physical programme that covers the National Curriculum requirements. Pupils will access the curriculum requirements through the 4 strands of: **Dance, Athletics, Gymnastics and Games.**

The school provides all pupils with two hours of high quality Physical Education a week. For Y1 and Y2, this is split into two 1 hour lessons, units of learning are based on specific skills and where possible forms part of our topic based curriculum. For F2 this is split into one 1 hour lesson and a variety of physical development activities planned into the weekly continuous provision timetable.

TEACHING AND LEARNING APPROACHES

Teachers use a range of teaching and learning styles within our PE lessons. Our main aim is to develop the pupil's knowledge, skills and understanding and this is achieved through a mixture of whole class teaching and individual/group activities. Lessons provide opportunities for good examples of individual children/group performances to be used as models for other children and pupils on the Gifted and Talented register are able to lead learning and share their skills. Within lessons, teachers give pupils the opportunity to both collaborate and compete with each other and experience a range of resources to support their learning. In all classes, there is a range of ability. Teachers set high, but achievable expectations, which challenge all pupils to achieve to the best of their ability.

LONG TERM MEMORY

Exercise is an effective way of improving long term memory and by offering regular physical activity and a range of different physical experiences, we encourage children to improve and develop their long term memory across all areas of the curriculum. All experiences are built upon through the systematic sequencing of lessons across the year groups with opportunities to revisit and recap key objectives. We use a variety of strategies including visual aids, games, quiz questions and regular recapping of sticky knowledge. All units followed in the curriculum lead to a final end point which allows children to use the skills and knowledge they have acquired. Our aim is that all children will be able to recall all the information confidently by the end of each topic as well as retain this knowledge for future learning.

CURRICULUM DRIVERS

These drivers are based on the needs of our children and are embedded into every topic and curriculum area. Teachers make provision for our drivers through planning to ensure they are developed coherently throughout the school.



Creativity: Our PE curriculum encourages children to design and create their own sequences of moves in Dance, Gymnastics and Athletics. Children are also encouraged to be creative about how they approach team games and competitive situations in Games. In all strands of PE, children are engaged in a variety of activities linked to their class topic which enables them to explore movement and activity in a fun creative way. Lessons include different medium to inspire and encourage creativity including: video clips, music and a variety of interesting age appropriate resources.



Communication: Teachers model and encourage both verbal and nonverbal communication skills. The focus begins with active listening skills which are essential to ensure the health and safety of all our children during PE lessons. Children are taught how to communicate their ideas and feelings through movement, how to communicate to team mates in games, how to

communicate safely when handling equipment and how to communicate their feedback and suggestions for improvement when evaluating someone else's or their own work.



Celebrating difference: Our curriculum ensures that well planned lessons are differentiated to meet the needs of individuals and small groups. Lessons are all inclusive, allowing every child to participate equally. Where appropriate, learning also takes into account individual targets from children's EHCPs. Non-teaching staff may be used to support children with Special Educational Needs within PE lessons. Differences are celebrated and all children are given the opportunity to develop skills in leadership, teamwork, fairness and respect. We endeavour to give positive role models to girls, children with disabilities and minority groups within our community through learning about: different International Women's sports teams, the Paralympics and Olympics and other sporting events that happen all over the world in different countries and cultures.



Kindness to ourselves and others: when recognising that children are working at different levels in PE, we share our performances with kindness and respect. We give positive feedback to ourselves and others and encourage areas for improvement to be discussed in a constructive and supportive manner. When playing small team games we encourage children to follow rules, support team mates and accept defeat gracefully with respect. We encourage children to take part in a healthy level of competition where they are happy to see themselves succeed but equally happy to see others succeed as well.

CURRICULUM OBJECTIVES - THE FOUNDATION STAGE

Early Learning Goal

- o Show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

40-60 months

- o Experiments with different ways of moving.
- o Jumps off an object and lands appropriately.
- o Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- o Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- o Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

30-50 months

- o Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- o Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles
- o Can stand momentarily on one foot when shown
- o Can catch a large ball

CURRICULUM OBJECTIVES – KEY STAGE 1

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.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as
- Develop 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.

CURRICULUM PLANNING

In all classes, where appropriate, PE lessons form part of topic based learning. This is commonly in dance and gymnastic lessons. Teachers may plan opportunities for extra physical activity as part of their topic learning and will use the relevant skills to underpin these.

In Foundation stage, the physical development of the pupils is related to the objectives set out in the Early Learning Goals and is an integral part of their learning. Pupils are encouraged to develop confidence and control of the way they move and the way they handle tools and equipment. All pupils have the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors and have access to a wide range of resources to support the development of their skills.

The long term plan for PE shows how the National Curriculum requirements are covered throughout the year in each year group.

The medium term plan is incorporated into our topic medium term planning. This highlights specifically which National Curriculum objectives and PE skills will be met throughout the topic (half termly or termly). This also provides a weekly overview of the development of different skills and possible activities for these.

The short term plan shows our weekly activities and how we will teach the skills and objectives. This planning includes specific activities and differentiation.

Planning will:

- Set clear, achievable goals
- Ensure learning is matched to pupils' abilities, experience and interests and where possible topics
- Ensure progression, continuity and subject coverage throughout year groups
- Provide criteria for assessment and evaluation of learning
- Ensure that a balance of all aspects of the curriculum are taught

ASSESSMENT AND RECORDING

Assessment is an important element in ensuring progression for all children in PE lessons. Teachers assess pupils' learning by observing specific activities and the development of skills. Adults within lessons may use post it notes to record their observations based on the National Curriculum objectives. Teachers also complete lesson evaluations and pupil voice interviews where they comment on specific pupils who have exceeded or failed to achieve the learning objective. This informs future learning and allows teachers to set further challenging and achievable objectives. At the end of each topic, teachers make a judgement, using the evidence they have gathered in line with the National Curriculum.

FUNDING

The Primary PE and Sport Premium Funding form is completed and continually reviewed throughout the year by the PE lead. The spending of this budget is reported annually to the school Governors and updated annually for the school webpage. The funding is used to achieve objectives set in each of the 5 Key Indicator areas in order to improve the provision of physical education and increase active lifestyles for all our children.

RESOURCES

There are a wide range of resources kept in the hall, to support the teaching of PE across the school. Children are taught to help set up and put away the equipment carefully and safely, under adult supervision. Other resources are kept in Foundation stage classes to support achieving the Early Learning Goals in Physical Development.

SAFEGUARDING

The general teaching requirement for health and safety applies in this subject. We encourage children to consider their own safety and the safety of others at all times. Most staff have had first aid training and first aid equipment is located within classrooms. If an incident occurs, it is recorded on Medical Tracker.

We expect pupils to bring in and change into agreed clothing for PE lessons and the governing body expects that teachers also adhere to this by wearing appropriate clothing and footwear to teach PE lessons. The policy of the governing body is that no jewellery is to be worn for any physical activity. Children who wear jewellery for genuine religious or cultural reasons should ensure that they are appropriate and safely covered.

CLOTHING

- Indoor activities - black /blue shorts, white t-shirt, bare feet, hair tied back, no jewellery, earrings covered
- Outdoor activities - black shorts/jogging bottoms, white t-shirt, jumper, socks, trainers/plimsolls, hair tied back, no jewellery, earrings covered

EXTRA CURRICULAR ACTIVITIES

Throughout the academic year, school provides a variety of after school PE related activities, which allow children to experience a wider variety of activities. All children are encouraged to attend clubs so they have the opportunity to practise the skills that they have learned and developed outside of curriculum time.

ROLE OF THE PE LEAD

The PE leader is responsible for the development and monitoring of the PE curriculum. It is their responsibility to update the school policy and action plan in line with the School Improvement Plan. They are also responsible for leading staff development, providing consultancy and advice, ordering, organising, updating and maintaining resources. The PE leader will also analyse children's access to the subject, monitor planning, observe classroom practice and monitor levels of achievement. They will also complete the annual review of Sports Funding spending and produce an action plan for the next year showing intended and actual impact.