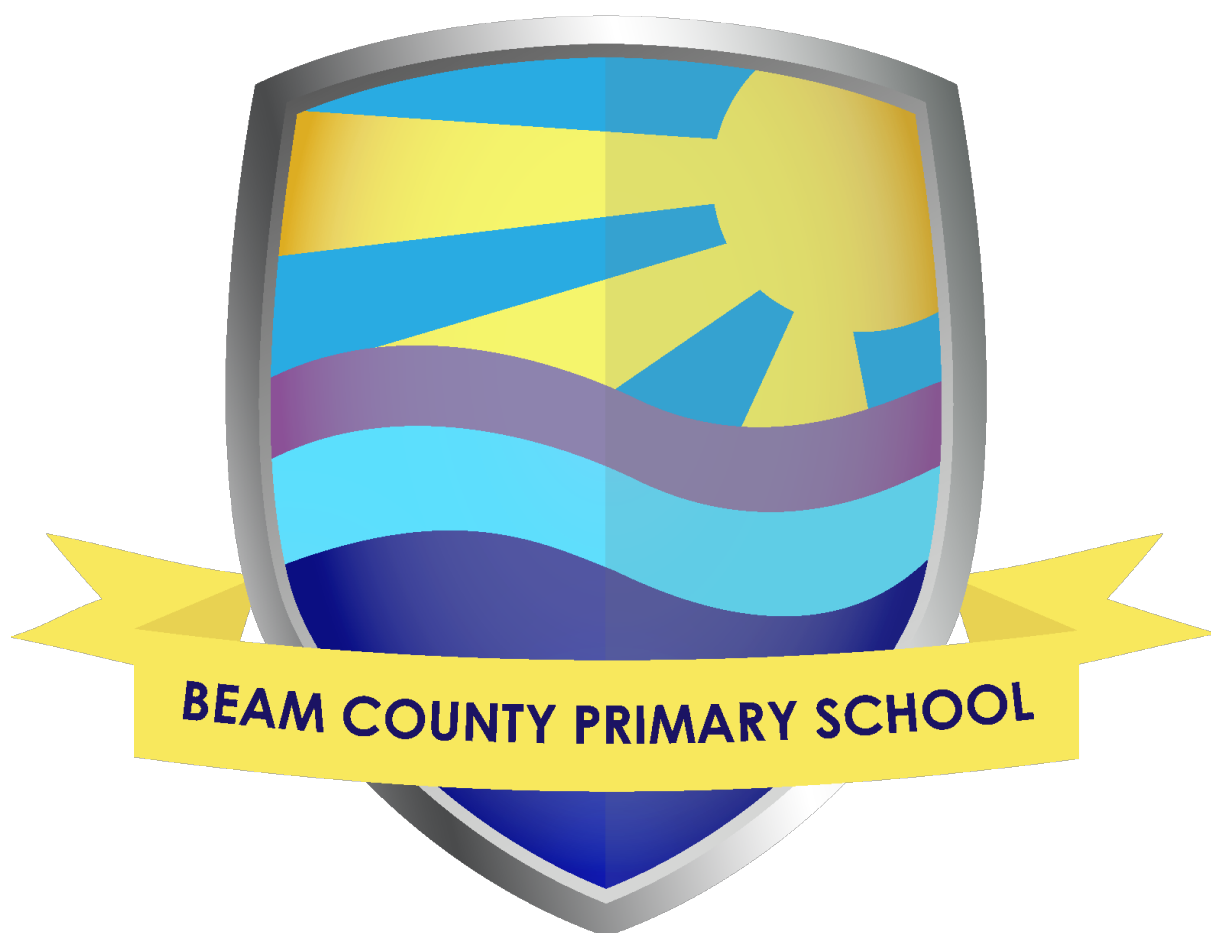


Physical Education Policy



October 2023

Physical Education (PE) Curriculum Policy

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Aim

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help develop the following core values: personal, social, cognitive, creative, applying physical, health and fitness – along their journey, pupils develop values such as fairness and respect.

We believe Physical Education to be an integral part of the curriculum which should be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the values that underpin our school and its beliefs.

Physical Education is one of the statutory foundation subjects within the National Curriculum. It makes a vital and unique contribution to each child's physical and mental development, health and wellbeing. By providing a balance of individual, team, co-operative and competitive activities, it is intended to meet the needs of individual children including those with High Level Special Needs.

Learning situations should be enjoyable, stimulating, and challenging, based on progressive learning and varied teaching styles. We recognise the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. 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.

We want our children to be able to:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills
- To be aware of the different shapes and movements that can be made with the body
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- To appreciate of the value of safe exercising

Social and emotional development:

- To develop a love of physical exercise
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication
- To develop confidence in their own skills and abilities
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others
- To realise that the right exercise for you can be fun and will give you energy for other things in life
- To create and plan games and teach them to one another

- To develop a sense of fair play.

Cognitive development:

- To develop decision making and problem-solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body.
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition – trying your best is just as important
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure
- To treat your team, the opposition and the referee with respect
- To raise self-esteem through opportunities to celebrate sporting success

How we teach Physical Education

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/paired/group activities. We cater for the different strengths, needs and preferences of each child, using adaptive activities where appropriate. 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 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, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. standing triple jump;
- grouping children by ability and adapting tasks for each group
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

All children are encouraged to join clubs and extend their interest and involvement in sport. We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving.

Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is closely aligned with our policy on Personal, Social and Health Economic Education (PSHE).

Through the government's Sports Premium funding, the school provides opportunities for pupils to work with our own sports coaches, as well as additional specialist coaches where possible. We offer outdoor education opportunities for children throughout the school. Different experiences for different age groups ensure all pupils get a range of appropriate challenges as they move through the school. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We have after school clubs which are wide-ranging and seek to make links with local community clubs whenever possible.

Physical Education Curriculum Planning

Physical Education (PE) is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in Physical Education (PE). We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, games, gymnastics and athletics at Key Stage 1 and 2. However, KS2 also cover swimming and water safety; and outdoor and adventurous activities, which also aligns with our Geography Curriculum.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years.

The curriculum planning in Physical Education (PE) is carried out in three phases weekly, termly and yearly composites and components. The yearly Curriculum Maps plan maps out the Physical Education (PE) activities covered in each term during the key stage. The Physical Education (PE) subject leader works this out in conjunction with the Personal Development Lead (Assistant Headteacher) and teaching colleagues in each year group. Our termly/medium-term plans, which we have adopted from the national scheme, give 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 subject leader, alongside the Personal Development Lead (Assistant Headteacher) keeps and reviews these plans.

Class teachers complete a daily plan for each Physical Education (PE) lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis. 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.

For class teachers, progression of skills, knowledge and vocabulary is promoted through the following:

- Leg Balance
- Counter Balance in Pairs
- Jumping and Landing
- Seated Balance
- Ball Chasing
- Floorwork
- On a Line
- Sending and Receiving
- Ball Skills
- Footwork
- Reaction and Response
- Stance

These disciplinary skills are refined and enhanced through sporting opportunities with the sports coach.

The Foundation Stage

We encourage the physical development of our children in the Nursery and Reception classes as an integral part of their work. 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 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.

Links with other subjects

PE can link to other subjects, e.g. Literacy, (recount/report/ instructions), Science (body parts/pulse rates); Maths (shape/position/directions/counting and graphical representation of data); Geography (orienteeing, map skills, landscapes). Computing is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

Teaching Physical Education to children with special educational needs

We teach Physical Education (PE) to all children, whatever their ability. Physical Education 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors: classroom organisation, teaching materials, teaching style, and variation so that we can take some additional or adaptive action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEN Support and EHC plans leads to the creation of Individual Education Plans (IEPs) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE. 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.

Equality

All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies. Lessons are planned to cater for each pupil's individual needs.

Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Regular opportunities are also provided for pupils' peer and self-assessment. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, the sports coach puts their assessments onto Go4schools, the class teacher records on to the 'Assessment Docs' of Real PE. This information is used to plan the future work of each child. These records also enable the sports coach to make an annual assessment of progress for each child, as part of the child's annual report to parents. The next teacher at the end of each year is able to access previous records.

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 rooms, and this is accessible to children only under adult supervision. 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 school playground for games and athletics activities and the local swimming pool for swimming lessons.

Sports partnerships

We benefit from a range of partnerships (inter-school, Trust-wide and borough) and they promote:

- Increased participation in high quality Physical Education
- Increased participation in high quality 'Out of School' Learning
- Increased attainment and achievement in PE and Sport
- Increased participation in competitive and performance opportunities
- Increased involvement in community sport

Health and safety

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. As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

We expect them to:

- Children to change into the correct PE outfit
- In general children should dress in shorts, tracksuit bottoms and t-shirts
- Children will work in bare feet for all indoor and apparatus work
- Plimsolls or trainers are worn for outdoor games, together with tracksuits if it is cold
- Jewellery is not to be worn (stud earrings are allowed, religious Kara to be covered)
- Long hair should be tied back.
- The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE

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 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. Monitoring of Pupil progress in PE is put onto Go4schools, the class teacher records on to the 'Assessment Docs' of Real PE and is carried out each half term. Termly reports are produced by the sports leader; findings and actions are shared with the year group and Atlantis team. The PE subject leader gives the Headteacher an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. This is then used to help construct the following years PE and Sport Premium document and subject development plan.

Extra-curricular activities

Our extra-curricular programme, at the end of the school day, during the morning and lunch-time, compliments and supplements the range of activities covered in curriculum time. It reflects a breadth and balance across many areas of activity, including dance, games and athletics. The content aims to be varied including competitive and non-competitive; team and individual based clubs appropriate for all pupils. The school sends details of the current

club activities to parents at the beginning of each term. We follow a range of inter-school fixtures, tournaments and festivals. This complements the 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 co-operation amongst our children.

