



Stapeley Broad Lane CE Primary School

Physical Education Policy

Written in April 2013	Ian Shackleton
Reviewed in September 2016 to reflect the 2014 National Curriculum and its assessment	Ian Shackleton
Reviewed Summer 2019 with no changes	Marco Cura (PE leader)
Reviewed in February 2023 to reflect changes to assessment and the introduction of nursery provision	Matt Beeston (PE leader)

1. **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 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. 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 with others in a range of group 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 evaluate their own success.

2. **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/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 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.

3. PE curriculum planning

PE is a foundation subject in the National Curriculum. 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. In Key Stage 1, we teach dance, games, athletics and gymnastics. In Key Stage 2 we teach dance, games and gymnastics, swimming and water safety, athletics and outdoor and adventurous activities.

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 leaders work this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, 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 keeps and reviews these plans.

Class teachers complete a short term plan for each 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. At the end of each unit, the children participate in a Level 1 inter-house competition where they are able to test their skills against each other in a competitive game.

4. The Early Years' Foundation Stage

We encourage the physical development of our children in the early years as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Years Framework, 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.

5. Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

Mathematics

Our older children are encouraged to "beat their best" during indoor athletic events. This involves measuring distances and times with a degree of accuracy.

Computing

We use computers to support PE teaching when appropriate. In dance and gymnastics children may make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

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.

6. PE and inclusion

At our 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. 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 Curriculum allows us to consider each child's attainment and progress against expected levels.

7. Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers record their assessment information. These records also enable the teacher to make a termly assessment of progress for each child; this informs the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year. This summary assessment information is uploaded to the school's tracking system.

8. Resources

There are a wide range of resources to support the teaching of PE across the school. 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 and the playing field for games and athletics activities and the local swimming pool for swimming lessons. Resources are updated and/or replaced periodically using funding from the Sports Premium grant.

9. Health and safety

The general teaching requirement for health and safety applies in this subject. A generic risk assessment has been written based on the advice from AfPE. We encourage the children to consider their own safety and the safety of others at all times. We expect them to wear the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate

clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

10. 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. As part of the cycle of subject reviews, the PE subject leader meets with a link governor to discuss the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has specially-allocated, leadership time, within this cycle in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

11 Extra-curricular activities

The school provides a range of PE-related activities including netball, football, rugby, cricket and dance 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 is an active member of the local sports partnership offering opportunities to play regular fixtures against other local schools and participate in area competitions. 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 co-operation amongst our children. Some of these events are aimed at 'A' team standard players, whilst others are aimed at 'B/C' team standard (as identified using pre-determined standards provided by the School Games Organiser). Other events are aimed primarily to boost the participation of girls.