



Physical Education Policy

October 2024

The purpose of this document

This policy reflects the school values and philosophy in relation to the teaching of Physical Education. It sets out the framework within which the teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Scheme of Work, which sets out in detail what pupils in different year groups will be taught. This document is intended for all teaching staff and non-teaching staff with classroom responsibilities, School Governors, parents, inspection teams, L.A. advisors and interested others. Copies are provided to School Staff and the Local Advisory Board. A copy is kept in the School's Policies & Guidelines Handbook.

The importance of PE in the curriculum

PE develops pupil's physical competence and confidence. It promotes physical skill, development and knowledge of the body and provides opportunities for children to be creative, competitive and to face challenges as individuals, in groups and in teams. It is also essential in promoting a positive attitude towards active and healthy lifestyles. Through PE, pupils learn how to plan, perform and evaluate their work, enabling them to improve their quality and effectiveness. Through this process, they discover their aptitude, abilities and preferences and how to make choices about getting involved in lifelong physical activity.

What are our aims in teaching PE

- To ensure children are confident, safe and enjoy physical activity.
- To develop a range of physical skills, strength and stamina.
- To develop the fundamental skills of balance, coordination and agility.
- To develop an ability to select, link and apply skills, tactics and compositional ideas and perform them with control, coordination and fluency.
- To improve observational skills and the ability to evaluate their own and others work and use this skill to improve performance.
- To develop a sense of fair play and sportsmanship.
- To cooperate and work collaboratively with others in pairs and as part of a team.
- To express ideas in dance form and appreciate the aesthetic qualities of movement.
- To motivate and retain a lifelong interest in PE and to recognise the importance of living and maintaining a healthy lifestyle (See link with PSHE guidelines).

Curriculum Requirements

Foundation Stage

By the end of the foundation stage children should be able to:

- * show good control and coordination in large and small movements.
- * move confidently in a range of ways, safely negotiating space.
- * handle equipment and tools effectively, including pencils for writing.
- * know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- * manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

A separate document is available outlining requirements and effective strategies to ensure progression towards the Early Learning Goals from the age of three to the end of the Foundation Stage.

Key Stage One

The National Curriculum requires a child at the end of Key Stage One to be able to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.

During the key stage, pupils should be taught the Knowledge, skills and understanding through an equal balance of dance activities, games activities and gymnastic activities.

Children will receive at least 1 hour of taught PE and at least 2 hours of Physical Activity per week (which may include play times and after school clubs).

Key Stage Two

The National Curriculum requires a child at the end of Key Stage Two to be able to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.

- Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

During the key stage, pupils should be taught the Knowledge, skills and understanding through five areas of activity:

- a. dance activities
- b. games activities
- c. gymnastic activities

and two activity areas from:

- d. swimming activities and water safety
- e. athletic activities
- f. outdoor and adventurous activities.

Children will receive at least 1 hour of taught PE and at least 2 hours of Physical Activity per week (which may include play times and after school clubs).

Outdoor and adventurous activities are covered by year 6 when they attend a residential trip in the Summer term.

Swimming is covered during year 3 and year 4.

Planning the PE Curriculum

Planning is the responsibility of the Class Teacher and external coach(es) together with help from the PE Co-ordinator.

Planning is used to:

- set clear achievable goals
- ensure work is matched to pupils' abilities, experience and interests
- ensure progression, continuity and subject coverage throughout the school
- provide criteria for assessment and evaluation of teaching and learning.

Physical development in the Foundation Stage is about improving skills of control, coordination, manipulation and movement of both gross and fine motor development. It helps children gain confidence and develops a positive sense of well being.

Particular attention is paid to:

- Planning activities to offer appropriate physical challenges
- Providing sufficient space indoors and outdoors to set up activities
- Allowing sufficient time for children to explore the equipment
- Providing a range of resources
- Introducing the language of movement.

Good lessons should contain the following elements

- *Purpose*: Lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson.
- *Progression*: Pupils capabilities should be developed with increasing demand made on physical and mental processes. Building on previous learning is essential and working to achieve successful outcomes through repetition, application and refinement of skills.
- *Pace*: High levels of activity, avoiding dead spots (pupils sat down doing nothing) with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised.
- *Coherence*: All teachers should reinforce previous understanding and establish links between curricular experiences.
- *Challenge*: High expectations will be set for individual and group achievements. Pupils extended both physically and intellectually through interesting tasks.
- *Differentiation*: Will be achieved through using tasks and equipment that enable pupils to be challenged appropriately, and which ensures good progress for all ability groups.

Time Allocation

In order to meet the recommended National target of children receiving 2 hours of quality PE time a week, children in KS1 and KS2 have indoor hall slots. In the school grounds there are also a range of fixed resources and portable resources which are available for pupil use during break and lunch times.

All children will be expected to participate in PE lessons unless authorisation is given in writing from parents or carers. In such event these children will be given an alternative role e.g. referee, scoring or evaluation and feedback.

In order to meet the recommended National target of children receiving 30 minutes of physical activity a day, the children have access to a variety of fitness opportunities. These include PE lessons twice a week, active break times and lunchtimes with PE carousel activities.

Out of School Hours Learning

We believe that extra curricular activities are an important part of a child's primary education as they enable children to develop particular skills and further their interest in one or more activities. They help to produce a competitive element to team games and promote cooperation and fair play. Activities offered are inclusive and are offered to children of all abilities. Some activities are aimed at specific year groups and clubs vary throughout the year and may be run by staff or outside agencies.

Assessment, Recording and Reporting

Assessment, recording and reporting are important elements in ensuring that sound progression is made by children in PE. In order to facilitate transmission of information, progress is monitored via baseline and end of year assessments in PE fundamentals. Class Teachers use a class overview sheet to record which children are working below, at or above the required curriculum standard for their age along with any skills that need to be revisited later in the year or by the next teacher.

The role of the PE Co-ordinator

The PE Co-ordinator is responsible for the development and monitoring of the PE curriculum. S/he plans work with teachers and reviews and contributes to their planning. S/he is responsible for updating the School's Policy and Subject Action Plan in line with the School Development Plan. S/he assists staff by leading staff meetings; planning and leading in-service training activities; providing consultancy and advice, supporting staff in the classroom; specifying and ordering resources; co-ordinating staff requests for resources and monitoring and maintaining the condition and availability of resources. In monitoring and evaluating s/he analyses pupils' access to the subject; reviews teachers' plans; observes classroom practice and monitors levels of achievement in the subject.

Staff Development

Opportunities should be taken for the coordinator of PE to attend courses in order to keep up to date with the PE curriculum. They should then give summaries of information to the rest of the staff and draw their attention to any new safety guidelines published by the LEA or national agencies.

Equal Opportunities

All children have the same access to PE activities regardless of their gender, race or cultural background.

Special Educational Needs

In accordance with the Special Needs Policy, children with special educational needs are included in all lessons. Wherever practicable, provision will be made for pupils with special educational needs, where it affects their ability to take part in PE lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders. It is the responsibility of the Class Teacher to ensure that any special equipment for a lesson is available to such children. If teachers need any special equipment, they must bring this to the attention of the PE Co-ordinator and the Special Needs Co-ordinator. Modifications will be made in consultation with support staff and physiotherapists. It is important to concentrate on pupils' abilities and needs, not on their disabilities. At times it may be appropriate to have the help of a Support Assistant to assist with the management of a particular child during PE. Pupils of low ability will receive constant reassurance and patience to help improve their confidence.

G&T pupils

Gifted and talented pupils will be challenged through the differentiation embedded in each lesson. In addition to this, teachers may assign pupils a variety of roles to stretch their abilities – e.g. teacher, coach, record keeper, or referee.

Additional provision is also made available to G&T pupils through after school clubs. If a teacher notices a particular flair or a child shows an interest in a particular area of the curriculum they will be pointed towards a school after school club or an external club.

Clothing

All children will be expected to have a change of clothing for PE available in school at all times. This is partly for reasons of hygiene but also to ensure that the clothing is suited to the physical activity. Teachers should also change for P.E. into suitable footwear and clothing as a model, to show that

appropriate clothing is needed for these activities. It is important that teachers' footwear enables them to move quickly without risk of slipping.

Parents will be informed in writing, prior to the start of the academic year of the required dress code for PE.

Inside PE lessons:

- Shorts or leggings
- Purple t-shirt
- Change of footwear (for games and athletics only, bare feet essential for dance and gymnastics)

Outdoor PE lesson:

- Purple t-shirt
- Sweatshirt
- Shorts, leggings or tracksuit bottoms
- Change of footwear

Jewellery

Watches and any other form of jewellery should be removed. All earrings permitted within school policy should be removed.

Long hair, below shoulder length, is a safety hazard and must be tied back carefully.

Safety and Accident Procedures

It is the responsibility of the class teacher and/ or coach to monitor the safety of the children at all times during the PE lesson. Children are taught how to use and handle equipment safely and are aware of the procedures if there is an emergency.

Students are allowed to teach PE lessons provided that the teacher who is responsible for that class is present to provide direct supervision. In the event of an accident, School Health and Safety Procedures should be followed.