



Physical Education (PE) Policy

1 Aims and objectives

1.1 Rationale

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

We seek to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole.

1.2 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

2.1 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.

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2.2 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. 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.

3 PE curriculum planning

3.1 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 PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1. The governors of the school have decided that we should also follow the non-statutory guidelines for Key Stage 1 in relation to swimming activities and water safety. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. The governors of the school have decided that we will not teach outdoor and adventure activities. However, children do have the opportunity through Key Stage 2 to attend residential visits to Kingswood and the Isle of Man. Swimming activities and water safety continues into Key Stage 2 because our children do not complete the full requirements of this activity during Key Stage 1.

3.2 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 leader and Sports Coach works this out in conjunction with teaching colleagues in each year group.

3.3 Our 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 keeps and reviews these plans.

3.4 Planning is the responsibility of the Class Teacher and Sports Coach 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.

3.5 Early Years Foundation Stage

Physical Development in the Foundation Stage is about improving skills of control, co-ordination, manipulation and movement of both gross and fine motor development. It helps children gain confidence and develops a positive sense of wellbeing. It also has a strong focus on health and self-care in relation to toileting and eating habits.

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.

4 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 a physical and mental processes. Building on previous learning is essential and so is 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.

5 Contribution of PE to teaching in other curriculum areas

5.1 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.

5.2 Computing

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance and use them to develop their

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movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

5.3 Personal, social, health and economic education (PSHE)

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.

5.4 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 Teaching PE to children with SEND

6.1 We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Learning Passports/Provision maps.

6.2 More Able Pupils

More Able 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 More Able pupils through after school's 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.

7 Assessment and Recording

7.1 Teachers or Sports Coach assess children's work in PE by making assessments as they observe them working during lessons. The Sports Coach feeds back this information to class teachers weekly. At the end of a unit of work, teachers or sports coach make a judgement against the National Curriculum levels of attainment. If completed by the sports coach, this information is shared with class teachers. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

7.2 The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school. Teachers meet regularly to review individual

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evidence of children's work against the national exemplification material produced by the QCA and the DfE.

- 7.3 Twice-yearly pupil voice sessions are conducted. Attainment, progress, accessibility and engagement are interrogated throughout the discussion with strengths, areas for development and matters arising identified.

8 Resources

- 8.1 There are 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 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 field for games and athletics activities and the local swimming pool for swimming lessons.

9 Health and safety

- 9.1 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. We expect them to change for PE into 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

- 10.1 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. The PE subject leader gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

11 Extra-curricular Activities

- 11.1 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 co-operation amongst our children.

12 PE Kits

12.1 Clothing

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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. Each year group have one spare PE kit for children who have forgotten their kit.

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