

**Physical Education Policy**

Policy Number: B17				
Version	Date Issued	Prepared By	Approved By	Comments
1	July 2011	SMT	SMT	Policy Created
3	March 2013	SMT	SMT	Reviewed
3	March 2015	SMT	SMT	Reviewed
4	March 2017	SMT	SMT	Reviewed

**Subject Weighting** – 2 hours per week.

**Aims**

Physical Education (PE) 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. PE 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 all 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

**Teaching and Learning**

We use a variety of teaching and learning styles in PE lessons. Our main 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.

We also employ a swimming coach to work with the children from Reception to Year 6 every week. 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
- Setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the long jump
- Grouping children by ability and setting different tasks for each group, e.g. different games
- Providing a range of challenges through the provision of different resources, e.g. different gymnastics equipment

### **PE Curriculum Planning**

According to the New National Curriculum, pupils in Key Stage 1 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) and co-operative physical activities, in a range of increasingly challenging situations.

At Key Stage 1, pupils should be taught to:

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

Pupils in Key Stage 2 should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

At Key Stage 2, pupils should be taught 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.

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.

Our medium-term plans give details of each unit of work for each half term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

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 planning is checked periodically throughout the school year.

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.

### **The Foundation Stage**

We encourage the physical development of our children in the EYFS stage as an integral part of their work. The school uses 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 to 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.

#### ***Computing***

We use computing to support PE teaching when appropriate. In dance and gymnastics children may take videos or photographs, and use them reflectively to develop their movements and actions. Children in KS2 can watch clips of sporting events such as gymnastic performances to give ideas for their own compositions.

#### ***Personal, Social and Health Education(PSHE)***

PE contributes to the teaching of PSHE and Citizenship. Children learn about the benefits of exercise and the effects on their own bodies.

### **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 make a judgement as to whether the children have met, exceeded or are working towards the expectations of each individual unit. This information is communicated to parents in the end of term reports.

## **Resources**

There is a wide range of resources as well as a variety of teaching spaces in school. If different resources are required they may be sourced by the PE budget, larger items may need to be added to the SIP in order to action when they can be sourced.

## **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. We expect them to change for PE or wear their PE clothes to school whilst wearing appropriate footwear for the activity. The school expects the teachers to set a good example by wearing appropriate clothing when teaching PE. All personal effects should be removed. If they cannot be removed, staff need to take action to try to make the situation safe. If the situation cannot be made safe, the individual pupil(s) concerned should not actively participate. Taping over ear studs is sometimes used to make the situation safe. However, the adult in charge should be confident that this strategy will be effective. Teachers or staff members must not remove or replace earrings. Parents cannot transfer this responsibility to teachers.

## **After School Activities/ Supporting Activities**

The school provides a sporting activity daily to each of the different age groups adding a possible three hours, forty-five minutes' availability of sport for each student.

At The BECC we also hold a running group twice weekly on a Tuesday and Friday morning that students and parents are invited to join. At the end of term 2 there is the Cross Country whole school event and the end of the year is completed with the school's sports day.

## **SEN / Gifted and Talented**

As an inclusive school we recognise the need to tailor our approach to support children with special educational needs/vulnerable children, as well as those who are identified as gifted and talented.

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 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. This should be communicated to the school office and a meeting arranged with the parents to discuss the progress and support strategies both in school and out.

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 or location, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teachers will identify children who are highly skilled in a range of themes, one of them being Physical Education. When children are identified as Gifted and Talented by the teacher it will be reported to the office and a meeting with the parents set up to discuss progress and support strategies both in school and out.