



Eardisley CE Primary School

Physical Education Policy

November 2022

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:

- 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.

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. 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.

PE curriculum planning

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 in Key Stage 1, we teach dance, games and gymnastics, plus one other activity: outdoor and adventurous activities. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus three other activities: 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). 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.

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.

Links with other agencies enrich the PE curriculum.

These include:

- participation in local sports leagues with other primary schools.
- visits, and liaison with, outdoor education centres and agencies.
- visits from, and liaison with, professional dancers and sports players.

The Foundation Stage

We encourage the physical development of our children in the reception year as an integral part of their work. 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.

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.

Information and communication technology (ICT)

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 movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work. We look at movements on the interactive whiteboard and upload photos in order to critique each other.

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.

Teaching PE to children with special educational needs

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. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) 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.

Assessment

At school, we believe that it is crucial to monitor each child's progress in each aspect of the subject and as such, formative assessment is used to determine what each child has learned and what therefore should be the next stage in their learning.

Suitable tasks for assessment include:

- practical tasks directly observed by the teacher.
- small group discussions related to a practical task.
- specific assignments for individual pupils.

ICT is also used so the children can evaluate their own performances.

Records of children's progress and achievement in PE include a termly record of continuous progress and a written report which is annually given to Parents/Carers.

Reporting in PE will focus on:

- control, co-ordination and mobility.
- skill and confidence in a range of physical activities.
- awareness of the physical capabilities of the body.
- co-operative skills.

Resources

All the main gymnastics equipment is stored centrally in the hall. Games equipment is stored in the outside sheds on the field, one for summer activities, the other for winter. Equipment for playtime activities (including "Huff and Puff") is stored in the other outside shed. The key for the games shed is kept in the first aid area.

Health and safety

The general teaching requirement for health and safety applies in this subject (see appendices). 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.

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 coordinator. The work of the PE coordinator 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 coordinator gives the headteacher an annual action plan in which s/he evaluates the subject and indicates areas for further improvement. The PE coordinator is responsible for purchasing and organising central resources for PE. The PE coordinator must also organise sports events and tournaments for the whole school.

Extra-curricular activities

The school provides a range of PE-related activities including netball, football and multi skills 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 and participates in area knockout 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.

Safeguarding

All sports leaders and coaches for in and after school activities have a current DBS. Children in KS2 are given the opportunity for single gender changing spaces. All staff, including volunteers, are made aware of our safeguarding policies and procedures and know to report any concerns to the Designated Lead Officer, Bridget Knight or to the Deputy Designated Lead Officer, Susan Mealand.

Appendix

Safety Checklist and Placement

Before you start:

- are the pupils suitably dressed?
- barefoot for dance and gym.
- trainers/plimsolls for games and athletics.
- have you the teacher changed into suitable footwear and clothing?
- have you collected dangerous articles e.g. watches, earrings?
- have you checked long hair is tied back?
- always make sure that any obstructions are out of the way.
- first aid kit should be nearby.

During the session:

- does a signal immediately produce Stop Look Listen?
- do the children handle equipment with care?
- Outdoors - during transportation to and from Swimming Pool and Sports fields, are the children aware of the need for safety?
- Swimming is an enjoyable but potentially hazardous activity. Good control and knowledge of safety procedures is essential.
- Indoors- are you keeping clear of all usual obstructions?
- mats should be placed where it is expected that pupils will need to cushion deliberate landings but should not be placed around indiscriminately - only place a mat where you want the children to land!

When you get back:

- were there any near misses or collisions?
- should you adjust organisation or placing?

If any child is unwell or unfit to take part in any PE activity, they must have a letter from their parent/carer which explains the situation.

In case of an accident, correct procedures must be followed.

Apparatus is checked annually to ensure safety in PE.