



# **Physical Education (PE) Policy**

Date discussed with Staff:	Date discussed with Governors:
Date ratified by Governors:	
Date for review:	
Signed:	Headteacher
Signed:	Chair of Governors

# **Heygarth Primary School**

## **Physical Education (PE) Policy**

### **1. Aims and objectives**

- 1.1** 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, cycling 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.
- 1.2** The aims of PE are:
- To develop competence to excel in a broad range of physical activities.
  - To be physically active for sustained periods of time.
  - To engage in competitive sports and activities.
  - To lead healthy, active lives.

### **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.

### **2.2 The Foundation Stage**

We encourage the physical development of our children in nursery and reception as an integral part of their work. As they are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop good control and co-ordination in large and small movements. To move confidently in a range of ways, safely negotiating space and to handle equipment and tools effectively, including pencils for writing. 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. Children are also taught the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They develop and manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **2.3 Key Stage 1**

Pupils 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.

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.

### **2.4 Key stage 2**

Pupils 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.

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.

## **2.5 Swimming and water safety**

We provide swimming instruction in key stage 2.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

**2.6** Staff are continuously given opportunities to improve their skills. They have the opportunity to observe and learn from outside PE specialists.

**2.7** 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. Number of skips in 20seconds.
- 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. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities:

swimming and water safety, and athletics. Outdoor and adventure activities are covered through residential adventure activities involving the whole of Key Stage 2.

**3.2** The PE co-ordinator has designed a long term rolling programme which is constantly reviewed to ensure that the children receive their full entitlement through a structured, broad, balanced and progressive curriculum.

**3.3** Class teachers follow a daily plan for each PE lesson from the Wirral Scheme of Work. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps copies and dates, evaluates on them.

**3.4** 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.

#### **4. Contribution of PE to teaching in other curriculum areas**

##### **4.1 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.

##### **4.2 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.

##### **4.3 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.

##### **4.4 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.

#### **5. Teaching PE to children with Special Educational Needs**

**5.1** 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 Individual Education Plans (IEPs).

## **6. Assessment and recording**

- 6.1** 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 against the National Curriculum. 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.
- 6.2** The PE subject leader keeps photographic and video evidence of children's work (in a portfolio) at the end of a unit. This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school. Teachers assess regularly to review individual evidence of children's work against the national curriculum and target tracker expectations.
- 6.3** Teachers record children's termly fitness results and record their annual virtual competition results so the children can improve on these as the years progress.

## **7. Resources**

- 7.1** There are a wide range of resources to support the teaching of PE across the school. We keep most of our small and large equipment in the PE cupboard, and this is accessible to children only under adult supervision, we expect the children to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely. The children use the school playground for games and athletics activities and the local swimming pool for swimming lessons.

## **8. Health and safety**

- 8.1** 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. Plasters cannot be worn over earrings, teachers can help remove if they feel comfortable and with parents consent. If a child has their ears pierced during term time their parent will need to sign a letter of opting out of the PE curriculum during this time.

## **9. Monitoring and review**

- 9.1** 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 Governors' and Head-teacher a summary report at the end of each term in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has allocated management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school in line with the school Monitoring & Evaluation Policy.

## **10. Extra-curricular activities**

- 10.1** 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 with enough notice. The school also competes against other local schools, including virtual 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.

## **11. Review**

This policy will be reviewed in line with the school's policy review programme. The Headteacher is responsible for reporting to the Governors' about the quality of its implementation and its impact. In the light of this, policy amendments may be made.

S Redshaw  
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