



## PE Policy

### 1. The National Curriculum states that Physical Education:

- Develops physical competences and confidence,
- Promotes physical skilfulness, physical development and a knowledge of the body in action,
- Provides opportunities for pupils to be creative and competitive, and
- Encourage pupils to face up to different challenges as individuals and in groups and teams.

Physical Education and Activity in school is the foundation of all sports participation. It provides opportunities for pupils to experience activities that will be the basis for life-long participation in sporting leisure and recreational pastimes. It promotes positive attitudes to active and healthy lifestyles.

Not only is Physical Education and Activity a distinct element of the educational process, it is also an integral part because it contributes to the totality of the educational experience by extending beyond the physical element to include personal, social and emotional elements.

It is our aim to provide a framework for learning which satisfies the needs of the National Curriculum, provides opportunities for the pupils to be active, is appropriate to pupils needs and builds upon previous experiences.

### 2. Aims.

PE offers opportunities for pupils to:

- Become skilful and intelligent performers;
- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts.
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- Develop their ideas in a creative way;
- Set targets for themselves and compete against others, individually and as team members;
- Understand what it takes to persevere, succeed and acknowledge others' success;

- Respond to a variety of challenges in a range of physical contexts and environments;
- Take the initiative, lead activity and focus on improving aspects of their own performance;
- Discover their own aptitudes and preferences for different activities;
- Make informed decisions about the importance of exercise in their lives;
- Develop positive attitudes to participation in physical activity.
- Enable children to develop and explore a range of sports and physical skills with increasing control and coordination;
- Encourage children to work and play with others in a range of group situations;
- Teach children to recognise and describe how their bodies feel during exercise;
- Develop the children's enjoyment of physical activity and sport through creativity and imagination;

### 3. Objectives

- Develop a curricular physical education programme which meets statutory National Curriculum requirements.
- Provide physical activity opportunities both within and outside of curriculum time which:
  - Consider and meet the needs and interest of all pupils;
  - Promote positive attitudes towards participation in physical activity;
  - Enable pupils to develop a full range of basic movement skills;
  - Increase pupils knowledge and understanding of the importance of physical activity..
- Provide relevant training opportunities for staff leading Physical Education/Activity sessions
- Make equipment available for all pupils to use at lunchtimes and break times, and encourage pupils to be active at these times.
- Organise specific events to promote and raise the profile of Physical Education and Activity.
- Organise extra-curricular activities to be provided by appropriately qualified professionals.

### 4. Specific Issues.

#### (i) Entitlement and Equal Opportunities.

All pupils in this school, including those with special needs are ENTITLED to a comprehensive programme of Physical Education/Activity which fulfils National

Curriculum statutory requirements and provides them with opportunities to pursue activity beyond school.

The Physical Education/Activity opportunities offered both within and outside of curriculum time:

- -provides all pupils with EQUAL OPPORTUNITIES to achieve in different activities;
- -ensures that all pupils have ACCESS to a varied programme which allows pupils
- -the opportunity to meet national expectations as outlined in the PE National Curriculum.

## (ii) Inclusion

To ensure that pupils with specific disabilities or health conditions can take a full and active part in Physical Education and Activity the following approaches are adopted:

- modification;
- parallel activities;
- separate activities;
- disability sport activities.

(See Appendix one).

## 5. Teaching and Learning Styles

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 or 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, children have a wide range of physical ability. Whilst recognising this, 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 outcomes;
- setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump or gymnastic challenges);
- 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).

The school adopts the STEP framework which offers a format to help adapt activities so that all young people can achieve success and have fun.

STEP stands for:

S Space            Where is the activity happening?

T Task             What is happening?

E Equipment      What is being used?

P People           Who is involved?

## **6. PE Curriculum Planning**

PE is a foundation subject in the National Curriculum. Our school uses the national and the Durham Core Task Cards as long and medium term planning.

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 devises this plan in conjunction with teaching colleagues in each year group.

We use the core tasks as the basis for our medium-term plans. This gives 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.

Class teachers complete a lesson plan for each PE lesson. This lists the specific learning objectives, and gives details of how the lesson is to be taught. The class

teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

In planning, teachers consider the following:

prior learning  
warm-up/cool down;  
differentiation with a challenge;  
depth and breadth of work;  
progression and continuity  
and  
fitness and health.

Lesson Organisation/Structure.

Warm up.

Each lesson should contain an appropriate warm up. This will help reduce risk of injury and establish good exercise behaviour for future years. A warm up contains:

Mobility - 'loosening up' exercises e.g. side twists, shoulder lifts, arm circles  
Pulse raising or warming activities e.g. easy jogging, side stepping, jumping  
Stretching exercises

Lesson Focus

- develop specific skills and concepts individually, moving on to partner activities where appropriate
- developing into modified small-sided games/group tasks
- or onto gymnastics apparatus and or sequence work
- or dance composition

Cool down

During cool down, recap on the main points covered in the lesson.

Components can include:

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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Parents and carers will be informed which PE activities are led by approved instructors and not directly by a member of teaching staff.

## **The Early Years Foundation Stage**

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Early Years Foundation Stage, 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 confidence, control of the way they move, and care in the handling of 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.

### Mathematics

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately. Children can use stopwatches to record their times in athletics events.

### Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of PSHE and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. They also gain experience in working as part of a team or being a team leader. It can also play an important part in promoting a child's self esteem.

### Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way in which 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 cooperate 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.

## **PE and ICT**

Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. 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 performances from recordings, and use these to improve the quality of their own work. A digital camera can be used to record experiences during outdoor activities.

## 7. Assessment/Recording/Reporting.

### Assessing Progress.

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons.

At the beginning of each core task, children complete the core task activity. This forms a baseline and enables teachers and children to identify skills that need to be taught and developed in order to improve the activity.

At the end of the unit of work, the core task activity is repeated and teachers make a final assessment of progress made.

The core task card states the level the task is pitched at. Children who can competently complete the activity will be at this level.

### Recording

Children working above and below this level are recorded for future planning reference. This is called a core task assessment.

## 8. Extra-Curricular Programme.

This school's aim of extra-curricular activities is to complement, enhance and extend the curriculum and provide additional opportunities for pupils to be active. Extra-curricular activities provide pupils with opportunities to:

- extend their participation and skill levels
- try out new activities

- take a first step towards making independent choices and decisions regarding their participation in physical activity
- take part in competitive games.

## 9. Organisation.

Physical Education is a timetabled element of the curriculum because of the need to use the hall, outside space and resources. Physical Education is taught throughout the school year.

## 10. Resources.

Portable gymnastics equipment is stored around the perimeter of the school hall. The equipment is stored for ease of access. After use, equipment is returned to its usual place so that all staff and children are familiar with its storage position. The portable equipment is suitable for handling and management by the children following appropriate training under direction of the teacher.

Other PE resources are stored in the PE Cupboard.

## 11. Safety.

The following steps are taken to ensure the safety of children participating in PE is met:

- Equipment is checked for safety.
- Large portable and fixed equipment is checked annually by professional equipment engineers.
- Basic rules regarding clothing, footwear and jewellery are highlighted and adhered to.
- Behaviour - The school's behaviour policy is followed during PE lessons.
- Sufficient first aiders in school.
- Children are taught how to move and carry equipment safely.

## 12 **Monitoring and review**

The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:

- Liases with the school sports partners
- Attended regular training events and CPD
- Organised additional extra curricular activities and competitions
- Monitors the Sports Premium Budget
- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;

- gives the head teacher and governors an annual summary report in which the strengths and areas of improvement in PE are evaluated and areas for further improvement indicated. The quality of teaching and learning in PE is monitored and evaluated by the head teacher as part of the school's agreed cycle of monitoring and review.

This policy will be reviewed at least every three years or sooner if necessary.

Signed

Date