



**ST PHILIP'S CE
PRIMARY
SCHOOL**

Physical Education Policy

Policy confirmed by the Governing Body of St Philip's CE Primary School on:

Date: _____

Signature: _____
(Chair of Governors)

To be reviewed on: _____

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 athletics. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.

1.2 The objectives of teaching PE in our school are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- 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 show children how 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 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.

2.2 A balance of individual, paired and group activities, cooperative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently and to

respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

- 2.3 The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of a healthy and fit body and begin to understand those factors that affect health and fitness.

3 The PE curriculum

- 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. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and athletics.
- 3.2 The QCA document provides a scheme of work for each year group ensuring continuity and progression across the key stages. We have adapted this in cooperation with our SSCO to create a whole school scheme of work. The main framework of our PE scheme of work is based on Val Saben resources but also draws from other sources, e.g. TOPS. The overview grid provides an idea of which main activities to follow during each half term, showing progression throughout the key stages, including transfer from KS1-2 and 2-3.
- 3.3 Staff will be encouraged to evaluate and identify needs and attend courses relevant to the PE scheme of work. The PE coordinator along with curriculum support coaches will have access to specific training to support and develop their own role and provide colleagues with access to training linked to individual and school development plans.
- 3.4 We are committed to providing, in accordance with government expectations, a **minimum** of two hours of Physical Education activities during curriculum time.
- 3.5 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.

4 The Foundation Stage

- 4.1 We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class 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.

5 Curricular Aims

- 5.1 To develop skilful use of the body, the ability to remember, repeat and refine actions, and to perform them with increasing control and coordination and fluency (acquiring and developing).
- 5.2 To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).
- 5.3 To improve observational skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance (improving and evaluating).
- 5.4 To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health).
- 5.5 To develop the ability to work independently, and communicate with and respond positively towards others (working alone and with others).
- 5.6 To promote an understanding of safe practice and develop a sense of responsibility towards their own and others safety and well-being (applying safety principles).

6 Contribution of PE to teaching in other curriculum areas

6.1 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.

6.2 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.

6.3 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.

6.4 ICT

Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics a digital camera can be used as a method of recording.

7 PE and inclusion

7.1 We teach PE to all children, whatever their ability or individual needs. 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 good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies.

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - equipment, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

7.3 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.

7.4 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- 8.1** 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 to improve. Teachers 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 levels of attainment. Teachers 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 school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.
- 8.2** The PE subject leader keeps photographic evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of PE activity in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the QCA and the DfES.

9 Resources

- 9.1** There is 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.

10 Health and safety

- 10.1** It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity and that long hair must be tied up.
- 10.2** We expect children to change for PE into the agreed clothing for each activity area: black or navy shorts and plain white T-shirts (indoor); black or navy shorts/jogging bottoms, sweatshirts, daps or training shoes and plain white T-shirts (outdoor).
- 10.3** The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE.

10.4 It is the responsibility of the teacher in charge to ensure the teaching space is safe, clean and free from hazards.

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 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 cooperation amongst our children.

12 Monitoring and review

12.1 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 role of the coordinator is to:

Take the lead in policy development.

To manage funds and resources.

Give support to colleagues where appropriate.

Keep up to date with development in PE through attending relevant inset/PLT modules/regular meetings with SSCO and cluster.

To monitor the application and use of the PE policy and scheme of work through observation, team-teaching and informal discussion.

To monitor the progression of skills and objectives by the termly collection and evaluation of year group assessment.

To provide opportunities for feedback and evaluation from staff on a termly basis.

12.2 This policy will be reviewed at least every two years.