



# **Physical Education Policy**

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# Physical Education Policy

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# **1 Aims and Objectives**

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

# **2 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 sports coach to work with the children from Year 1 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 challenge through the provision of different resources, e.g. different gymnastics equipment

### **3 PE Curriculum Planning**

According to the 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 co-ordination, 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. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

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. The subject leader reviews these plans as part of curriculum monitoring.

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 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.

## **4 The Foundation Stage**

We encourage the physical development of our children in the Foundation class as an integral part of their work. As the Foundation class is 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 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.

## **5 Links to Other Curriculum Areas**

### ***5.1 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.

### ***5.2 Computing***

We use computing to support PE teaching when appropriate. In dance and gymnastics, children are beginning to take photographs and make video recordings of their performance, and use them to develop their movements and actions. Children in KS2 have the opportunity to watch clips of sporting events, such as gymnastic performances, to give ideas for their own compositions.

### ***5.3 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.

### ***5.4 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.

## **6 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. They record the information in their subject assessment files and use the information to plan future work. These records also enable the teacher to make an annual assessment of progress for children 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.

## **7 Resources**

There are a wide range of resources to support the teaching of PE across the school. We keep most equipment in the pavilion, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the older 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 hall, both playgrounds and the field for PE activities and the local swimming pool for swimming lessons.

## **8 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 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. 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.

## **9 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 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 head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

## **10 Extra-Curricular Activities**

The school provides a number 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 and participates in competitions organised by the Rushcliffe School Sport Partnership. 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.

Brookside also hosts a sports week that promotes the importance of sport, as well as enabling children to access sports that otherwise would not be in curriculum sessions.

## **11 Equality, Diversity and Inclusion**

At Brookside School, we aim to ensure that no pupil experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning.

The planning and organising of teaching strategies for each subject is consistently reviewed to ensure that no pupil is disadvantaged. This is in line with our Equality, Diversity and Inclusion Policy.

## **12 Special Needs Provision / Enrichment & Challenge**

As an inclusive school, we recognise the need to tailor our approach to support children with special educational needs as well as those who are identified as benefitting from further enrichment and challenge.

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, and 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 SEN Support will lead to the creation of a Provision Map for children with special educational needs. The Provision Map includes 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.

Teachers will identify children who are highly skilled in a range of themes, one of them being Physical Education. These children will be given the opportunity in lessons to be challenged and use their imaginations to test their own ability within PE. A list of children is also

kept who are part of teams outside of school e.g. Gymnastics Club to help inform the teachers within their planning and help develop future clubs in school.

### **13 Policy Review**

This policy will be reviewed in keeping with the Policy Review Cycle. This planned programme of review puts subjects together that have common strands of learning, and is included in the annual School Improvement Plan, published in the Spring Term of each year.