



St Anne's RC Primary School Physical Education Policy

Approved by staff: 27th January 2016

Approved by governor committee:

Ratified by full governing body:

Date for review: January 2019

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 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 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.

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 'Expert Learners' 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 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.

3 PE curriculum planning

- 3.1 PE is a foundation subject in the National Curriculum. Our school uses the Moving Matters schemes of work which have been professionally developed to meet the demands of the New National Curriculum. As required in Key Stage 1, we teach dance, games, gymnastics and striking and fielding. In Key Stage 2 we teach dance, games, gymnastics and striking and fielding activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Class teachers have freedom to teach sports and activities which fit with the area to be taught during each half term. e.g. Invasion games could be netball, rugby, football, etc.

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 Computing:** We use computing 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** 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.
- 5.2** When progress falls significantly outside the expected range, the child may have special educational needs. The teacher should refer the child to SENCo for assessment/identification of needs (e.g. Dyspraxia). 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.

- 5.3 Children in Lower Key Stage 2 who are identified, through half termly assessment, to have been performing below their peers are provided with an additional session which targets fundamental movements (agility, balance & coordination).
- 5.4 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.

6 Assessment and recording

- 6.1 Teachers assess children's work in PE on a half termly basis, highlighting children who are working below, above or who are gifted and talented. Data is then used to inform provision for intervention sessions and those children suited for borough wide competitions.
- 6.2 Photographic and video evidence of children's work can be kept by class teachers to evidence work completed in lessons. This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

7 Resources

- 7.1 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 only to adults. 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 playground and the local authority playing field 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.

- 8.2 High impact sports such as football, rugby, netball and basket ball require children to remove glasses if these are not appropriate for use in PE lessons. These measures are also applicable to afterschool and lunchtime clubs, and are in the best interest of the partaking child's health and safety. Parents/carers with concerns regarding this should seek additional information from their optician; sports goggles are frequently available and are the safest method for inclusion for children requiring glasses to play these sports.

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 provides a subject action plan and review annually in which strengths and weaknesses in the subject are evaluated and further areas for improvement are identified. 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.

10 Extra-curricular activities

- 10.1 The school provides a range of PE-related activities including netball, football, rugby and dance for children at the end of the school day, as well as through lunch breaks. 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 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.

11 Related policies

- 11.1 See also:

EYFS

Safeguarding

Disability

SEN

More able and talented

Equal opportunities

Health and safety