



SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS' FEDERATION

Physical Education Policy

July 2015

Physical Education (PE) Policy

1 Aims and objectives

- 1.1 We aim to provide a high quality physical education curriculum to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. Physical education develops the pupil'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 and embeds values such as fairness and respect.
- 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 and develop understanding of a healthy lifestyle;
 - to develop the children's enjoyment of physical activity through creativity and imagination;
 - to develop an understanding in children of how to succeed and excel in a range of physical activities and how to evaluate their own success;
 - to provide opportunities to engage in competitive sports and activities through our local sports partnerships.

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 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 challenges through the provision of different resources, e.g. different gymnastics equipment.

3 PE Curriculum planning

- 3.1** We follow the National Curriculum physical education programme 2014. From this, a basic yearly rolling programme has been formed for both Key Stage One and Key Stage Two. Teachers then incorporate this programme into their termly and weekly plans. We have a variety of resources such as Top Cards and Raising the Bar which are incorporated as appropriate by individual teachers. Our local sports partnership provides training and support to deliver high quality PE. Outside agencies who deliver some PE lessons are asked to follow our basic programme of study and provide their own schemes of work.
- 3.2** Class teachers complete plans 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 often discuss them on an informal basis.
- 3.3** 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, we plan progression, 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 year as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the descriptors 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 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 Contribution of PE to teaching in other curriculum areas

- 5.1** Cross-curriculum themes are encouraged, where possible, to enhance learning and show pupils where links in learning can be made, so that they become all round learners, developing and applying skills and knowledge through all their education. For example:
- 5.2 English**
PE contributes to the teaching of English in our school by developing speaking and listening skills through encouraging children to describe what they have done, to discuss how they might improve their performance and giving presentations.
- 5.3 Maths**
Handling data and measures are an integral part of PE particularly at Key Stage Two and many other mathematical skills come into all aspects of PE.
- 5.4 Computing**
We use IT to support PE teaching when appropriate. Children make video recordings of their performances, and use them to develop their skills, movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

5.5 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. They also learn how to work together and value and respect each other's contributions through teamwork.

5.6 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 Teaching PE to SEND children

6.1 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).

7 Assessment and recording

7.1 Teachers assess children's work in PE mainly through observations during lessons. Children are encouraged to assess their learning at the end of each lesson. Teachers record this information, as appropriate, and use it to plan the future.

7.2 The PE subject leader keeps evidence of children's work (in their subject leader's file). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school. Teachers regularly discuss children's progress and share good practice.

8 Resources

8.1 There is a wide range of resources to support the teaching of PE across the schools. Equipment is kept in designated PE sheds and cupboards that are accessible to children only with adult permission. The halls contain 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 pools for swimming lessons.

8.2 Our local sports partnerships provide opportunities for CPD (continued professional development) for teachers, experienced coaches and secondary colleagues to come into our schools and as well as organising a wide range of sports festivals, competitions and events for pupils from both key stages to attend.

9 Health and safety

9.1 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

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worn for any physical activity. Children should cover stud earrings with tape if they cannot be removed. The teacher should not remove earrings for the child.

10 Monitoring and review

10.1 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 is responsible for keeping the subject leader's file up to date and ensuring that the action plan for PE is followed.

11 Extra-curricular activities

11.1 The schools provide a range of PE-related activities for children out of normal school hours. We work with outside agencies to ensure a rolling programme of different activities so more children are encouraged to participate in PE. 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.

12 Sports Premium

12.1 As part of the Olympic Legacy all schools were allocated a PE and sports grant. We use this money to employ the service of PE coaching companies to provide sports coaching as part of PE lessons and for sports clubs before and after school. School swimming lessons are subsidised and new PE equipment and resources have also been bought. Funds have also paid for CPD.

Policy review

The review cycle for this Policy is every three years.

This Policy was agreed by the Governing Body, Head Teacher and Staff at Seagry and Somerfords' Walter Powell Primary Schools' Federation [on 13th](#) July 2015 and is due for review by July 2018.

Signed: Chair of Governors