

<p style="text-align: center;">Washacre Primary School</p> <p style="text-align: center;">Autumn 2019</p>		<p style="text-align: center;">Physical Education (PE) Policy</p>
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Purpose of Policy

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

1. develop competence to excel in a broad range of physical activities
2. are physically active for sustained periods of time
3. engage in competitive sports and activities
4. lead healthy, active lives

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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.

Pupils should be taught to:

- a) 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
- b) participate in team games, developing simple tactics for attacking and defending
- c) perform dances using simple movement patterns

Key stage 2

Pupils 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.

Pupils should be taught to:

- a) use running, jumping, throwing and catching in isolation and in combination
- b) 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
- c) develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- d) perform dances using a range of movement patterns
- e) take part in outdoor and adventurous activity challenges both individually and within a team
- f) compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- a) swim competently, confidently and proficiently over a distance of at least 25 metres
- b) use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- c) perform safe self-rescue in different water-based situations

Teaching and learning styles

A variety of teaching and learning styles are used for PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and this is implemented through a mixture of whole class teaching and individual/group activities. Teachers draw attention to positive examples of individual performances as a model for the other children while encouraging the children to evaluate their own performance as well as the performance of other children. Within lessons we give children the opportunity to work co-operatively with each other as well as competing with each other. Children are often asked to devise their own small team games with boundaries, rules and time limits. We give the children an opportunity to use a wide range of resources.

- a) Grouping children by ability and setting tasks for each group
- b) Setting common tasks that are open ended and can have a variety of results. E.g. timed event.
- c) Setting tasks of increasing difficulty, where not all children complete all tasks.
- d) Providing a range of challenges through provision of different resources, e.g. different gymnastics equipment.

PE curriculum planning

Our school use a medium and long term plan supplied by Premier Sports as part of our commitment to Sports Premium Funding (September 2013 – ongoing).

Curriculum planning is carried out in three phases (long-term, medium-term and short-term). PE activities covered in each term are mapped out by the long-term plan.

These plans define what we teach and ensure an appropriate balance and distribution of activities across each term. Class teachers use daily plans to deliver the scheme of work in each lesson. There are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. Progression is planned within the scheme of work so that children are increasingly challenged as they move up through school.

The Foundation Stage

The physical development of our children in the EYFS is an integral part of their work. Within EYFS class we relate the physical development of the children to the objectives set out in the Early Years Foundation Stage Framework which underpin the curriculum planning for children aged three to five years old.

Children at this stage are encouraged to develop their confidence and control of the way they move, and the way they handle tools and equipment. Our school gives all children the opportunity to undertake activities that offer appropriate challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Cross- curricular contributions

English

In PE Speaking and Listening skills are developed as children are encouraged listen carefully to instructions and to describe what they have done, discussing how they might improve performances.

Computing.

ICT is used within the PE lesson when appropriate. Teachers and children have access to a variety of ICT related resources (Smart boards, Digital cameras and Video cameras), which supports and enhances teaching and learning.

Science

The understanding of a healthy lifestyle and the importance of exercise are continuously emphasised, including the development and growth of the human body.

Personal, social and health education (PSHCE) and citizenship

Discussions in PSHCE and citizenship lessons include the benefits of exercise and healthy eating, sportsmanship, team building and how to make informed choices about these things. Spiritual, moral, social and cultural development.

Teaching PE to children with special needs

PE is taught 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 whatever the child's needs. Teachers provide learning opportunities to extend the skills, knowledge and understanding of particularly talented children. Advice from other agencies may be sought when appropriate.

Assessment and recording

Teachers assess children's performance in PE by making assessments as they observe them working during lessons. Assessment is simple and straightforward based on teacher's own judgement of pupil's performance. A written assessment is carried out at the end of each topic or half term. The teacher makes an annual assessment of progress for each child as part of the annual written report to parents.

Resources

At Washacre Primary School there is a wide range of resources to support the teaching of PE across the school. Most of our small equipment is kept in the PE store (located in the school hall), and this is only accessible to children under adult supervision. All equipment is easily accessible and labelled. The hall contains a range of large apparatus, and children are expected to help set up and put away this equipment as part of their work. Children are taught to handle this equipment safely and correctly. The school field and the playground are used for games, athletics and outdoor activities. We use the swimming pool at Westhoughton High School for swimming lessons.

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. Children are taught the importance of warming up (prior to physical exercise) and cooling down (post physical exercise) within the PE lesson, and are taught how injury can be prevented. Demonstration of the correct way to lift, carry and place equipment is emphasised. Teachers are expected to observe good hygiene and ensure children are correctly dressed. We expect children and staff to change for PE into the agreed clothing for each activity area: No jewellery is to be worn and all hair must be tied back for any physical activity. Standard black pumps are allowed in the hall otherwise children perform in

bare feet. Tracksuits and trainers can be worn for outdoor lessons. Children are expected to respond readily to instructions and signals, within an established routine, following relevant rules.

Monitoring and review

The monitoring of the standards of children's work and 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 subject leader provides the Headteacher with information in which s/he evaluates the strength and development points in the subject and indicates areas for further improvement. The PE subject leader has some specially allocated time to undertake lesson observations of PE teaching across the school. The subject leader is responsible for the maintenance, auditing and reviewing of resources.

Extra-curricular activities

Washacre provides a range of PE-related activities for children at the end of the school day. Through the teaching staff, Premier Sports, Westhoughton PE Cluster, Sports Reunited qualified coaches plus other external agencies we are able to encourage children to further develop their skills in a range of activities. Details of current club activities are sent to parents at regular intervals. Competitive fixtures are arranged through the Westhoughton Cluster. They organise festivals, focusing on team building games (football, tag rugby, outdoor activities, netball, athletics, rounders and cricket), but are beginning to focus on Outdoor Education, Dance and Gymnastics also.

SIGNED CHAIR OF THE JOINT EXECUTIVE BOARD:

UPDATED:

TO BE REVIEWED: AUTUMN TERM 2021