

Physical Education (P.E.) Policy

Updated September 2017

Aims and objectives

P.E. 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. P.E. 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.

Our objectives in the teaching of P.E. are to:

- enable children to develop and explore a range of sports and physical skills with increasing control and coordination;
- encourage children to work and play with others in a range of group situations;
- develop the ways in which children perform skills, and apply rules and conventions, for different activities;
- show children how to improve the quality and control of their performance;
- teach children to recognise and describe how their bodies feel during exercise;
- develop the children's enjoyment of physical activity and sport through creativity and imagination;
- develop an understanding in children of how to succeed in a range of sports and physical activities, and how to evaluate their own success;
- provide specialist support where individual children have particular gifts or talents.

Teaching and learning

We use a variety of teaching and learning styles in P.E. 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, team teaching with sports coaches and individual and group activities. Teachers draw attention to good examples of individual performance as models for the other children, and they 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.

In all classes, children have a wide range of physical ability. Whilst recognising this, 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 outcomes;
- setting tasks of increasing difficulty;
- 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).

P.E. curriculum planning

P.E. is a foundation subject in the National Curriculum. We use the national programme of study as the basis for curriculum planning in P.E. As required, we teach dance, games and gymnastics at Key Stage 1. The Governors of the school have decided that we will also follow the guidelines for Key Stage 1 in relation to swimming activities and water safety (for Year Two).

The curriculum planning in P.E. is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the P.E. activities covered in each term during the key stage. The P.E. subject leader (Mrs M Evans) devises this plan in conjunction with teaching colleagues in each year group.

We have medium-term plans that give the details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader (Mrs M Evans) keeps and reviews these plans.

Each P.E. lesson will list the specific learning objectives and expected outcomes, and gives details of how the lesson will be taught. The class teacher will use these individual plans, discussing them on an informal basis with the subject leader (Mrs M Evans).

We plan the P.E. 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.

The Early Years Foundation Stage

We encourage the physical development of our children in our reception classes as an integral part of their work. As reception is part of the Early Years Foundation Stage, 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.

Contribution of P.E. to teaching in other curriculum areas

English

P.E. 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. We teach drama where children consider how they can move their bodies and become different characters. Throughout the year we invite 'Perform' (a drama workshop), to visit and lead different themed drama pieces.

Mathematics

P.E. contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately. Many games incorporate maths skills by counting and adding points.

Personal, social and health education (PSHE) and citizenship

P.E. 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. They also gain experience in working as part of a team or being a team leader. It can also play an important part in promoting a child's self-esteem.

Spiritual, moral, social and cultural development

The teaching of P.E. offers opportunities to support the social development of our children through the way in which 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 cooperate 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.

P.E. and inclusion

We teach P.E. to all children, whatever their ability or individual needs. P.E. forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our P.E. 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 documents on Special Educational Needs, Highly Able children, Equality and English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. By working closely with sports coaches, we are able to look at and discuss 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.

P.E. can sometimes contribute to a child's targets as set out in their Individual Education Plan (IEP). For example, this occurs where an individual target is related to physical development or social interaction. Teachers will have regard to such targets when setting tasks for P.E. lessons.

We enable all pupils to have access to the full range of activities involved in learning P.E. Where children are to participate in activities outside our school (e.g. 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.

Assessment

Pupils are encouraged to evaluate their own work and each other where they suggest ways in which to improve.

The P.E. subject leader (Mrs M Evans) keeps photographic evidence of children's work. Assessment is made through questioning children, a development plan and a review tool (P.E. and Sport Premium and Health Wheel).

Resources

There is a wide range of resources to support the teaching of P.E. across the school. We keep most of our small equipment in the P.E. 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 to 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 field for games and athletics activities, and the local swimming pool for swimming lessons.

Health and safety

We ensure that all general health and safety requirements apply in P.E. lessons and all sporting activities. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for P.E. into the agreed clothing (shorts and tee shirt or tracksuit with plimsolls/trainers) for each activity. The Governing Body expects the teachers to set a good example by wearing appropriate clothing when teaching P.E. The policy is that no potentially dangerous jewellery is to be worn for any physical activity therefore all jewellery should be removed before children come to school. All earrings will be taped with low tac tape but it will not be removed before the child goes home. If children wear bracelets, necklaces and/or anklets in school, teachers may remove them before the P.E. lesson unless a letter has been written by the child's parent/carer to say that they (the parent/carer) accept all responsibility for their child wearing jewellery in school (this may be for religious purposes). Shoulder length hair must be tied back. If a child comes to school with their hair down, teachers may tie their hair back or encourage them to tie their own hair back (hair bands will be provided by the class teacher). Bare feet are essential for gymnastics. Children should not wear a tracksuit or any clothing which covers the back of the knee or below the knee as it is dangerous for children when climbing on the apparatus in case they slip off. Trainers/plimsolls must be worn for games/athletics. It is not appropriate for children to wear their school shoes for sports lessons. Tracksuits may be worn when P.E. is outside.

Extra-curricular activities

The school provides a range of P.E.-related activities for children before and at the end of the school day. 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 and carers at the end of a previous term.

Monitoring and review

The coordination and planning of the P.E. curriculum are the responsibility of the subject leader (Mrs M Evans). The subject leader (Mrs M Evans) will also:

- support colleagues in their teaching
- keep them informed about current developments in P.E.
- provide a strategic lead and direction for P.E.
- give the Head teacher an annual summary report in which the strengths and weaknesses in P.E. are evaluated and areas for further improvement indicated.

This policy will be reviewed every year or sooner if necessary.

Signed:

Date: