



Stoke Prior First School

Physical Education (PE) Policy

1 Aims and objectives

In our school PE develops children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities, including dance, games, gymnastics, swimming, athletics and outdoor and adventurous activities. PE involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. We enable the children to make informed choices about physical activity throughout their lives. The teaching offers opportunities for children to:

- develop and explore physical skills with increasing control and coordination;
- develop the way in which children perform skills, and apply rules and conventions, for different activities;
- improve the quality and control of their performance;
- recognise and describe how their bodies feel during exercise;
- develop children's enjoyment of physical activity through creativity and imagination;
- succeed in a range of physical activities, and how to evaluate their own success;
- promote individual children who have particular gifts or talents.

Swimming

In line with the requirements of the National Curriculum for PE, pupils will be provided with swimming instruction in key stage 2 (Year 3/4). In particular, pupils will be taught to swim competently, confidently and proficiently over distance of 25 metres using a range of strokes.

2 Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. We develop the children's knowledge, skills and understanding, through a mixture of whole-class teaching and individual or 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, children are given the opportunity 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. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We allow for differentiation by:

- setting tasks which are open-ended and can have a variety of responses;
- using peer support;
- setting tasks of increasing complexity, where not all children complete all tasks;
- providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment and different sized balls).

3 PE curriculum planning

Our school uses the Val Sabin scheme of work as the basis for its games, dance and gymnastics curriculum planning. We teach dance, games, gymnastics, athletics and outdoor and adventurous activities in Key Stages 1 and 2 and in Key Stage 2 we also teach swimming.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). (Refer to the policy on curriculum) This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. 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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf

4 Links with other areas of the curriculum

- **English:** speaking and listening skills.
- **Mathematics:** measure and record what they do accurately.
- **Personal, social and health education (PSHE) and citizenship:** Learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.
- **Spiritual, moral, social and cultural development:** Provide opportunities to discuss their ideas and performance. Enables the development of respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Develop a better understanding of themselves and of each other.
- **Computing:** In dance and gymnastics, staff will sometimes video the children's performances and show them on the interactive whiteboard so that children can use them to develop their movements and actions. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during outdoor activities.

5 PE and inclusion

At our school, we teach PE to all children, whatever their ability and individual needs. PE forms part of the school's 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 good progress. We do this by setting suitable learning challenges and responding to each child's different needs via differentiation. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

6 Assessment for learning

We assess the children in order to ensure that they make good progress in this subject. We do this informally during the lessons and use assessment trackers at the end of a teaching sequence. Learning objectives and outcomes are shared with the children and regular feedback is given so that the children know how well they are doing. Children are also encouraged to make judgements about how they can improve their own work.

7 Resources

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 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 school field for games and athletics activities, and the local swimming pool for swimming lessons. We also use a sections of our field for adventurous activities (forest school).

8 Health and safety

It is the general teaching requirement for health and safety that applies to 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. It is important that staff should consider their own and their children's safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity. Staff ensure that no jewellery is worn and hair is tied back for physical activity. Where children cannot take earrings out, tape is provided to cover their ears. Each class has a supply of hair bobbles to enable children with long hair to tie their hair back during PE.

9. After-School Clubs

We provide extra high quality opportunities for pupils to be coached in a range of sports activities after school. This allows pupils to further develop their sporting, social and emotional skills.

10. Monitoring and review

The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and by providing a strategic lead and direction for this subject;
- completes a subject SEF and Action Plan detailing key areas for development.
- gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in PE and indicates areas for further improvement;
- uses allocated management time to review evidence of the children's work, and to observe PE lessons across the school.
- In consultation with the Headteacher, ensures the Sports Premium funding is spent in a targeted approach and its impact measured.

PERSON(S) RESPONSIBLE:	SUBJECT LEADER: H Mather
DATE POLICY AGREED:	January 2020
TO BE REVIEWED BY:	January 2023
DISTRIBUTION:	Staff / Governors / Website (delete as required)