

John Clare School Physical Education (PE) Policy

Written January 2010

Reviewed 2013

1 Aims and objectives

1.1 Physical education develops children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence, regardless of their circumstances or ability, 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 enables children to improve and achieve in line with their age and potential. Physical education promotes positive attitudes towards a healthy lifestyle, so that informed choices can be made.

1.2 The objectives of PE are to enable children to:

- develop positive attitudes and **commitment** to PE – both in and out of school;
- know and **understand** what they are trying to achieve and how to go about it;
- understand how their bodies feel during exercise and that PE and sport are an important part of a **healthy, active lifestyle**;
- have the **confidence** to get involved in PE and sport;
- develop the **skills**, co-ordination and control that they need to take part in PE and sport;
- willingly take part in **a range of competitive, creative and challenge-type activities**, both as individuals and as part of a team;
- **think** about what they are doing and make appropriate **decisions** for themselves;
- **show a desire to improve** and achieve in relation to their own abilities;
- have the **stamina, suppleness and strength** to keep going;
- **enjoy** and be creative with PE and sport;
- develop **personal and social skills**, including co-operation and sensitivity to others;
- have **regard for instructions and rules** and be able to put these into practice at all times;
- use what they have learnt to **improve** the quality and control of their performance and to **evaluate** their own success.

2 Teaching and learning style

2.1 We provide a number of coaches to teach a range of physical activities.

2.2 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.

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- 2.3** 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. However, children have a minimum entitlement of 2 hours high quality PE and school sport per week. Our target is to encourage every child to be active every day for at least 30 minutes. This could be achieved by the introduction of 'The Fit to Succeed TAKE 10' scheme and by Positive Play at lunchtime.
- 3.2** Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. We also use the Val Sabin scheme for dance and the Rawmarsh scheme for gymnastics. As required, we teach dance, games and gymnastics at Key Stage 1. The governors of the school have decided that we should also follow the non-statutory guidelines for Key Stage 1 in relation to swimming activities and water safety. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. The governors of the school have decided that we will not teach outdoor and adventure activities. These are, however, incorporated into our annual residential trip. Swimming activities and water safety continues into Key Stage 2 because our children do not complete the full requirements of this activity during Key Stage 1.
- 3.3** The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities to be covered in each half term during the key stage. The PE subject leader will advise teaching colleagues as appropriate. It is the responsibility of the class teacher to inform sports coaches of the PE activity to be covered in order to meet the Key Stage requirement.
- 3.4** Our medium-term plans, which we adapt from the national scheme and the above 2 schemes, give 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.
- 3.5** Class teachers follow a daily plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught.
- 3.6** 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

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skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, 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 class 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 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 and control of the way they move, and the way they handle 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

5 Contribution of PE to teaching in other curriculum areas

5.1 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.

5.2 Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics children may make video recordings of their performance, and use them to develop their movements and actions.

5.3 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.

5.4 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 performances. 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 children with special educational needs

- 6.1** 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 for 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.

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- 6.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, 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.
- 6.3** Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.
- 6.4** 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.
- 6.5** We have developed a sensory circuit which operates before school each day.

7 Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers should make a judgement against the National Curriculum levels of attainment. They should then record this information and use it to plan the future work of each child. These records will also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. It is the teacher's responsibility to liaise with any sports coaches to enable accurate judgements to be made. The teacher passes this information on to the next teacher at the end of each year.

8 Resources

- 8.1** There is a wide range of resources to support the teaching of PE across the school. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment in order to learn how to handle equipment safely. Smaller items of indoor equipment are stored on the stage and outdoor equipment is stored in the garage, **which is not accessible to children**. It is the responsibility of each team member to ensure that school kit is washed and returned to the team captain, who is then responsible for putting it away. The children use the school field for games and athletics activities. In addition we have a basketball court and a netball court. We also have our own swimming pool.

9 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.

- PE Kit - We expect all children to change for PE into the agreed clothing for each activity. For most PE lessons this will be black shorts and a white t-shirt. The school will provide coloured bands for house events such as sports day. A red leotard may be worn for dance. Dance & gymnastics should be performed in bare feet unless there are medical

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grounds for wearing plimsolls or trainers. Trainers or sport-specific footwear eg football boots, should be worn, together with socks, for outdoor PE. Shin pads should be worn for football and hockey. Gum shields should be worn for hockey and rugby matches. The governing body expects 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 and that long hair must be tied back. Jewellery should be kept in a secure place.

- Absence from lessons - Children should only be excused from PE lessons if a note from their parent requests so on medical grounds, or if they forget their kit. In the case of the latter, a note should be made in their home contact book.
- Structure of lesson - All lessons must include an appropriate and safe warm up and cool down.

9.1 All coaches should be provided with a copy of this policy and should adhere to it. All coaches should be employed in accordance with the 'Best Practice Guidance on the Effective Use of Individual and Agency Coaches in PESS', provided by the Association for PE.

9.2 Equipment should be moved in accordance with the guidelines provided on the hall wall.

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 in the first instance. 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 gives the headteacher an annual report in which s/he evaluates achievements and indicates areas for development. The PE subject leader should be provided with specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

11 Extra-curricular activities

11.1 The school provides a range of physical activities for children 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 at the beginning of each term. The school also plays regular fixtures against other local schools. 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.

Signed:

Date: