

William Gilpin CE VA Primary School

Physical Education Policy

1. Aims and Objectives

1.1 Physical education 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. 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. Thus we enable them to make informed choices about physical activity throughout their lives.

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;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

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,
- 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 shaped/ sized balls.

3. PE Curriculum Planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses a combination of schemes of work, some commercial, some provided by New Forest Schools Sports Partnership as the basis for its curriculum planning in PE. We have adapted the schemes to the local circumstances of the school. As required in Key Stage 1, we teach dance, games and gymnastics, tennis and multiskills, .In Key Stage 2 we teach dance, games, gymnastics, multiskills, tennis ,cricket plus three other activities: swimming and water safety, athletics and outdoor and adventurous activities.

3.2 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 covered in each term during the Key Stage.

3.3 Our medium-term plans, which we have adopted from the scheme of work, 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.

3.4 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 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 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.

5.3 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 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 to 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.

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, and 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 We enable pupils to have access to the full range of activities involved in learning PE within our existing constraints. 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.

7. Assessment and Recording

7.1 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 make a judgment as to whether the child has met, exceeded or is working towards the expectations and use the information to plan the future work. This also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

8. Resources

8.1 There is a range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and children are encouraged to be independent and collect the necessary equipment themselves. The canteen has limited space and apparatus. We expect the children to help set up and put away all equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and the playing field for games and athletics activities and the local swimming pool for swimming lessons when appropriate. Where possible we engage specialist coaches and advisers in order to provide high quality teaching and to increase staff expertise.

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 worn for any physical activity. An additional risk assessment has been undertaken for the use of the canteen for gymnastics.

10. Extra-Curricular Activities

10.1 The school provides a range of PE-related activities including netball, football, rugby, dance, tennis, multiskills, golf, rounders and cricket for children at the end of the school day. These activities are led by school staff and outside agencies. Some activities incur a cost, some are free. 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 fixtures against other local schools and participates in village schools competitions. 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.

10.2 Travel to and from school is referred to in the School travel Plan. Walking to and from school is encouraged where possible. Cycling promoted through the Bikeability Scheme.

11. Monitoring and Review

11.1 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.

This policy will be reviewed in the Autumn Term 2014 or in the light of new guidance.

Signed:

Date: