



PHYSICAL EDUCATION (PE) POLICY

Reviewed: September 2023

Next Review: September 2026



1 INTRODUCTION

- 1.1 This policy outlines the purpose, nature and management of the physical education taught and learned in our school.
- 1.2 It has been drawn up as a result of staff discussion and has the full agreement of the governing body.
- 1.3 The implementation of this policy is the responsibility of all the teaching staff.

2 NATURE

- 2.1 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.

4 ENTITLEMENT

- 4.1 Physical education develops children's physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and a knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitude towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

INTENT

- 3.1 Our PE curriculum intends to: -
 - Give children the confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school
 - Develop good citizenship qualities such as teamwork, fair play, responsibility, sharing and honesty
 - Develop the tools to make informed choices about healthy and active living
 - Provide children with the knowledge and skills to compete in a wide range of sports that they enjoy

5 IMPLEMENTATION



- 5.1** 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.
- 10.2 A rolling two-year cycle is in place for KS1 and a four-year cycle for KS2. This ensures full coverage of the curriculum over the course of each key stage.
- 10.3 The knowledge that we expect the children to develop is set out in the core knowledge document.
- 10.4 A skills progression document supports differentiation in mixed age classes.
- 5.2** 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,
 - setting tasks of increasing difficulty, where not all children complete all tasks, grouping children by ability and setting different tasks for each group,
 - providing a range of challenges through the provision of different resources.
- 5.3** Sports funding is used to purchase resources for the school and also to provide specialist coaching from Premier Education, who support our coverage of the curriculum and support class teachers in their development of skills needed to teach PE effectively.

6 SEN

- 6.1** We teach PE 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 that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

7 CONTINUITY & PROGRESSION

- 7.1** PE is a foundation subject in the National Curriculum. Our school uses the 2014 National Curriculum as the basis for its planning in PE. We have adapted the National Scheme to the local circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics.
- 7.2** 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. The PE subject leader works this out in conjunction with teaching colleagues in each year group.



- 7.3** Medium term planning is the responsibility of the key stage teams. These plans detail the specific learning objectives of each lesson, teaching notes and resources required. These plans are stored on the staff drive.
- 7.4** Class teachers use the medium term plans as the basis for their lessons. Sometimes, they may need to adapt them to meet the needs of their class.
- 7.5** 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.

8 ASSESSMENT, RECORDING, MONITORING

- 8.1** Teachers and outside providers will formally assess the progress of pupils at the end of each unit of work. Teachers use the whole school assessment spreadsheet at the end of each unit to say whether the children have met or met each curriculum statement. Informal assessment is carried out on a lesson-by-lesson basis.

9 RESOURCES

- 9.1** 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 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.

10 HEALTHY & SAFETY

- 10.1** 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. Teachers should 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. The LEA Health & Safety Guidelines state that **no jewellery** should be worn in school **at all** and **certainly not during PE, Games or Swimming**. As a school, we would prefer it if stud earrings are removed for these activities, or special safety backs are worn. These can be purchased from places like Argos. Parents are asked to speak to the class teacher if children are wearing hooped sleepers. (If earrings cannot be removed they must be covered). Hair must be tied back for all PE lessons.

11 MONITORING & 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. 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 summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has specially-allocated, management time in order to review evidence of the children's work and when possible undertake lesson observations of PE teaching across the school.

12 EXTRA-CURRICULAR ACTIVITIES

- 12.1** The school provides a range of PE-related 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.
- 12.2** The school uses sports funding to provide specialist teaching from sports coaches from outside agencies, who provide an after school club. It is also involved in Your Schools Game scheme.