



PE Policy

This policy replaces	Previous PE policy
Date policy approved by Governing Body	Feb 2019
Date of next review	3 years
Reviewer	PE Leader and Curriculum Committee

Aims and Objectives

PE 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, gymnastics, games and athletics.

PE 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 PE are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way in which children perform skills, and apply rules and conventions, for different activities;
- to show children how to improve the quality and control of their performance;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to support children in evaluating their own success;
- to provide support where individual children have particular gifts or talents.

Teaching and Learning

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 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, we give children the opportunity to both collaborate and to compete with each other. They have the opportunity to use a wide range of equipment and resources.

In all classes, children have a wide range of physical abilities. 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 varying difficulty, where all children have a personal challenge / goal (e.g. the high jump);
- grouping children by ability, and setting different tasks for each group (e.g. different games);
- providing challenge through the provision of different resources (e.g. a range of gymnastics equipment).

PE Curriculum Planning

The curriculum planning in PE is carried out in two phases (long-term and short-term). The long-term plan maps out the PE units covered each term in each year group. The PE subject leader devises this plan in conjunction with teaching staff across the school.

We use The PE Hub scheme of work across the school. This gives teachers the lesson plans for each unit of work for every term. The scheme defines what we teach and ensures consistency across the school. There is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Staff have 24/7 online access to The PE Hub lesson plans, which are also printable. Each lesson plan has specific learning objectives, expected outcomes, warm up activities and diagrams to demonstrate how to set up equipment. Plans also list key questions to ask the children during the lesson or upon reflection of an activity. The class teacher keeps these individual plans, and they often discuss them with the PE Leader on an informal basis. The PE Leader reviews coverage and lesson plans annually.

Swimming and water rescue are taught as part of a focus group with children who cannot swim 50m.

The Early Years Foundation Stage

We encourage the physical development of our children in the Foundation Stage as an integral part of their work. 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 take care when handling 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.

Cross Curricular Links

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.

Mathematics

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.

PSHE

PE contributes to the teaching of PHSE by discussing the benefits of exercise and healthy eating, and encouraging children to make informed choices. The teaching of PE also 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 and encourages them to cooperate and share experiences.

Inclusion

We teach PE to all children, whatever their ability or individual needs. 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 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. For further details, see separate policies.

Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable children to learn effectively. Assessment against The PE Hub lesson outcomes allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Pupils with Special Education Needs

The school aims to maximise all pupils' participation in physical education and school sport. Pupils with SEN will participate in lessons in a manner appropriate to their ability and the safety of themselves and others.

Staff working with SEN pupils will;

- know the nature of the pupil's learning difficulty, disability or emotional or behaviour disorder
- be aware of any constraints on physical activity as a result of the disability or regime of medication

Regular communication with parents will enable all pupils to take as active and safe a role as necessary.

Assessment For Learning

Teachers assess children's work in PE by making assessments as they observe them working during lessons. All pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning

objectives for their unit of lessons. Teachers record this information and use it to plan future lessons. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. The teacher passes this information on to the next teacher at the end of each year.

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 doing so, the children learn to handle equipment safely. The children use the school field for games and athletics, and the local swimming pool for swimming lessons.

Medical Information

There is a school list of the children's medical conditions that is updated annually by the school office and distributed to staff. It is displayed in the staffroom and noted in class teacher inclusion folders. Inhalers or epi-pens will be taken to the place of the PE activity with children and this will be done either by children where appropriate or by staff. Medical information will be shared with other adults working with the children as a matter of course. Any medical issues affecting staff will be shared as appropriate on a confidential basis.

Clothing and footwear

Pupils and staff should remove all watches / jewellery, where possible. If earrings cannot be removed, they must be securely taped when engaged in physical education or school sport. Glasses should be removed where possible. If not possible, the task should be amended to allow the child to take part.

When removed, glasses / jewellery / watches will be the responsibility of individual children although individual staff may wish to attempt to keep these safe.

Zipped jackets must have their zips done up during sessions.

School fleeces / jackets should not be worn during lessons.

Long hair should be tied back. Boys may wear a bandana.

Religious artefacts must be removed or made safe. If removal is expressly forbidden and the article cannot be made acceptably safe by taping, padding or covering, the activity and involvement of the pupil will be suitably modified to mitigate undue risk. Headscarves must be safely secured.

Indoor PE Uniform	Outdoor PE Uniform
White round-neck t-shirt Black sports shorts	White round-neck t-shirt Dark coloured joggers

Trainers	Trainers Sports Jacket / fleece
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Dance and gymnastics will be done in bare feet, where the floor surface is suitable. Children are not allowed to work in socks. Where barefoot work is not possible, children will wear plimsolls or similar soft-soled footwear. Children with verucas should keep them covered and wear suitable footwear if uncomfortable.

Pupils who forget their kit will be offered school's spare kit where possible. On the third time of forgetting, a letter will be sent home to parents.

Staff should too, wear suitable footwear and clothing for teaching PE.

Changing Routines

Unless children have specific medical needs, children will change for PE in the classroom to enable them to be supervised.

Male and female children in Years 4, 5 and 6 change in separate rooms to consider the dignity and decency of individuals.

Extra-curricular activities

The school provides a range of PE-related activities for children during lunchtimes 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 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 cooperation amongst our children.

Monitoring

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 provides a strategic lead and direction for this subject;
- gives the Head Teacher an annual summary report in which they evaluate the strengths and weaknesses in PE and indicates areas for further improvement;
- monitors the quality of PE provision across the school in line with monitoring cycle, e.g. observations, pupil and staff surveys.

