



Broadbent Fold Primary School and Nursery

Physical Education (PE) 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. Therefore, enabling them to make informed choices about physical activity throughout their lives.

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore, both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; activities designed to be enjoyable, vigorous, purposeful and regular positive experiences and a lifelong interest in physical activity is encouraged.

At Broadbent Fold each class will receive 2 hours of physical activity per week.

- 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;
- become skilful and intelligent performers;
- acquire and develop skills in a range of physical activities;
- learn to select and use skills, tactics and ideas to suit different activities;
- develop their ideas in a creative way;
- compete against others, individually and as team members;
- understand what it takes to try hard, succeed and acknowledge each others success;

- to enable children to develop Agility, Balance and Coordination;
- to ensure children are able to be 'physically active for sustained periods of time' (PE NC);
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success as well as that of others through Assessment for Learning;
- to encourage children to 'lead healthy, active lives' (PE NC);
- to develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills;
- to be aware of the different shapes and movements that can be made with the body;
- to develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy;
- to promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility;
- to appreciate the value of safe exercising.

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, 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.
- altering space in which to achieve skills;
- setting at least three levels of challenge that the children can choose from and develop themselves; they will then challenge themselves more as confidence builds. This is monitored to ensure children are choosing an appropriate level of challenge.
- be given opportunity to assess their own learning and future improvements to be made;
- celebrating small step achievements;
- using photos and video footage of children's own techniques, and time to improve;
- using video footage of Olympic athletes to observe correct technique;
- encouraging Higher Ability children to coach others and provide them with useful feedback;

- encouraging Higher Ability children to improve their coaching technique and subsequently, improve their own skills technique.

3 PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. *“A high-quality physical education curriculum should inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities.” (NC 2014)* Our school uses the Val Sabin scheme of work as the basis for its curriculum planning in PE. This is a scheme that includes progressive age related units of work, detailed lesson plans and a range of resources for teachers to use to aid in their delivery of P.E. We have also introduced the IMOVES dance scheme of work. This is an online scheme that includes progressive units of work for dance themes or topics, detailed lesson plans and a wide range of exemplification materials to support teachers/staff in the delivery of Dance. As required, we teach dance, games and gymnastics at Key Stage 1. Swimming activities and water safety is completed during Key Stage 2 in Year 3 and 4. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. Outdoor and adventure activities are to be incorporated into our sports week.

KS1 pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending;
- perform dances using simple movement patterns.

KS2 pupils

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending];
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- perform dances using a range of movement patterns;
- take part in outdoor and adventurous activity challenges both individually and within a team;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

- 3.3** Our medium-term plans, which we have adopted from the Val Sabin scheme, 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. The subject leader keeps and reviews these plans.
- 3.4** Class teachers complete 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. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
- 3.5** 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.
- 3.6.1** Swimming will be taught to Year 3 and 4. It is not anticipated that Y6 will go swimming unless they are still non-swimmers.
The school provides 30 hours of swimming to enable pupils to: swim competently, confidently and proficiently over a distance of at least 25 metres; a range of strokes effectively (for example, front crawl, backstroke and breaststroke); perform safe self-rescue in different water-based situations.

4 The Early Years

- 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 Computing

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Children use a concept keyboard to record the order of movements in their sequences of work. Older children compare each other's performance from recordings and use these to improve the quality of their work.

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 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.

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

5.5 Social and emotional development:

- To develop a love of physical exercise;
- to develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication;
- to develop confidence in their own skills and abilities;
- to promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others;
- to realise that the right exercise for you can be fun and will give you energy for other things in life;
- to create and plan games and teach them to one another;
- to develop a sense of fair play.

5.6 Cognitive development:

- To develop decision making and problem solving skills;
- to develop reasoning skills and the ability to make judgements;
- to develop an increasing ability to select, link and apply skills, tactics and compositional ideas;
- to develop the ability to communicate non-verbally with the body;
- to improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance;
- to understand that using the correct technique will improve accuracy and individual performance;
- to be able to evaluate performance and act upon constructive criticism.

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, 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** Targeted intervention may lead to the formulation of a Child Centred Plan (CCP) for children with special educational needs. The CCP 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.

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. Children are also involved in assessing their peers, as well as themselves, against success criteria. At the end of a unit of work, teachers make a summative judgement as to whether the child has met (green), exceeded (dark green) or is working towards (amber) the expectations of each individual unit by rag rating the children. The PE Leader and Class Teachers record the information and use this to inform planning. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

The following criteria should be taken into account and questions answered:

Regular absences/forgetting P.E kit.

The overall physical skill and ability of the pupil.

The ability of a child to select an appropriate response to a task.

The ability to appreciate and evaluate the performances of self and others.

How well the child interacts with other members of the class. Does he/she: cooperate, dominate, and withdraw?

Is the child motivated and enthusiastic?

Does the child have any particular aptitudes or talents?

What work has the class covered in the year?

Has the child any specific problems which need to be addressed?

P.E co-ordinators will monitor the assessment termly.

8 Resources

- 8.1** 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.

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. The general teaching requirement for health and safety applies in this subject.
- 9.2 **Accidents**
For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid, if a teaching assistant is not present during the lesson, teachers should stay with the child and the class and send a child for a first aider. All accidents are to be reported in the accident book.
- 9.3 **Medical Conditions**
It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.
- 9.4 **Safeguarding**
All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs. Boys and girls in Year 6 are not expected to change together.

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. 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 head teacher 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, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

11. P.E Kit

Reception, KS1 and KS2

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

- Games and Athletics: Shorts and T-shirt (for indoor lessons in the hall), ,track-suit bottoms, sweatshirts and trainers should only be necessary in the playground on a cold day).
- Properly fitting trainers or plimsolls for Dance and Gymnastics (indoor)
- Swimming: Swimming costume and swimming cap for medium to long hair and swimming trunks (no Bermuda shorts).

- Goggles for medical reasons only (letter required).

General Points

- Teachers should also wear appropriate clothing (even when specialist coaches are in to teach the lesson)
- Jewellery must be removed including all earrings. As a school we do not tape over earrings as injury still can occur if a child bangs their ear/earring during PE. We therefore, politely request that your child removes their earrings for PE. If they are unable to do this unaided, please remove them on their PE day. If you are planning to get your child's ear pierced, please can this done in longer holidays to give time to heal and the child to practice removing them.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).

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. 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: A.Lewis

Date: 5th July 2018