

PE Policy

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Brookside Primary School

Championing Children's Potential

Physical Education (P.E.) Policy

Contents Page

1. **Aims and Objectives**
2. **Teaching and Learning**
3. **P.E. Curriculum planning**
4. **The Foundation Stage**
5. **Contribution of P.E. to Teaching in Other Curriculum Areas**
6. **Teaching P.E. to Children with Special Needs**
7. **Assessment and Recording**
8. **Equipment and Resources**
9. **Health and Safety**
10. **Monitoring and Review**
11. **Extra-curricular Activities**

Physical Education (P.E.) 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 promoting positive attitudes towards a healthy lifestyle. This enables them to make informed choices about physical activity throughout their lives.

1.2 The aims of P.E. 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.
- to develop an understanding of how the body works and adapts during physical activity and exercise.
- to develop an awareness and understanding of safe practice.
- to promote and develop an understanding of health and fitness.
- to provide opportunities and extend learning through links with outside agencies and clubs.
- To promote muscular/skeletal development.

2 Teaching and Learning

2.1 A variety of teaching and learning styles are used within P.E. lessons. The principal aim is to develop the children's knowledge, skills and understanding through a mixture of whole-class teaching and individual / group activities. Teachers draw attention to good examples of individual and group performances as a model to build on the learning of others. Peer teaching and assessment is used

whereby children are encouraged to evaluate and give feedback on their own performance and that of their peers. Within lessons children are given the opportunity to collaborate and compete with each other in order to develop their confidence, teamwork and sportsmanship. Games are modified to ensure all individuals are involved and a wide range of equipment and resources are used to provide children with the best opportunity to develop their learning. Sports coach to be timetabled into all afternoon PE lessons, plus to run a lunchtime activity club.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, every effort is made to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved 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 have to complete every 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.
- providing opportunities for individuals to develop coaching or officiating skills, e.g. peer teaching, refereeing or umpiring.

2.3 Within key stages 1 & 2, approximately 60 minutes per week is spent on the teaching and learning of P.E. This may include the lunchtime activity sessions and the Happy Lunchtime Zone.

2.4 Brookside has its own pool. All year groups swim twice a year for 6 week sessions, with the exception of Yr6 who will be given extra lessons if they cannot swim 25m at the end of the year.

3 P.E. Curriculum Planning

3.1.1 P.E. is a National Curriculum foundation subject. Our school follows The National Curriculum and the as the basis for P.E. curriculum planning. Dance, games, gymnastics and swimming & water safety activities are taught across key stage 1. In key stage 2, pupils learn dance, invasion games, net and wall games, striking and fielding games, gymnastics, swimming & water safety, athletics and outdoor and adventure activities.

3.2 The curriculum planning in P.E. is mapped out as a long-term plan which covers each term during the key stage. The P.E. subject leader works this out in conjunction with teaching colleagues in each year group. Short term plans are supported by the use of the RCS scheme and iMoves.

3.3 PE activities are planned to allow children to build upon their prior learning. 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 Reception.

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. External specialists are also used to support learning

5 Contribution of P.E. to Teaching in Other Curriculum Areas

5.1 English

PE contributes to the Speaking and Listening aspect of English in our school through working with others and 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)

iMoves is an ICT based package which demonstrates key skills and suggested ideas to both the class and teacher.

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 to develop these life skills. Opportunities to promote safety should be taken to ensure pupils develop a strong awareness of safe

practice (i.e. hair tied back, no loose head coverings, no jewellery, appropriate clothing and footwear , safe use of equipment, resources and space).

5.4 Spiritual, moral, social and cultural development

The teaching of P.E. 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. It provides pupils with an excellent opportunity to develop their teamwork and sportsmanship, enabling them to play fairly and become gracious at both winning and losing.

6 Teaching P.E. to Children with Special Needs

6.1 We teach P.E. to all children, whatever their ability, as P.E. 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 all children. Riverbank children are included into main school PE lessons where appropriate.

7 Assessment and Recording

7.1 Teachers assess children's work in P.E. by observing them working during lessons. They may record the progress made by children against the learning objectives for their lessons. At the end of the year teachers make a summative assessment as record this on Target Tracker. 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, as well as to the subject co-ordinator who may adapt future units of work for particular cohorts of children.

7.2 The subject co-ordinator samples work in lessons through observation and by talking to the children and comparing the evidence against the expected outcomes for the units of work.

8 Equipment and Resources

8.1 There is a wide range of resources to support the teaching of P.E. across the school. We keep most of our small equipment in the P.E. 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 school 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 P.E. 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. Any uncertainties regarding health and safety in P.E. can be addressed by speaking to the P.E coordinator or the Headteacher.

9.2 To ensure the safety of all children during P.E lessons appropriate clothing needs to be worn: this includes appropriate footwear for indoor and outdoor sessions, change of clothes, no loose clothing to be worn eg headscarves need to be removed for that session. This is to ensure the safety of the individual and the other children. Swimming hats need to be worn by all children during their lesson.

10 Monitoring and Review

10.1 The monitoring of the standards of children's work and of the quality of teaching in P.E. is the responsibility of the P.E. co-ordinator. The work of the subject leader also involves supporting colleagues in the teaching of P.E., being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The P.E. 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 P.E. subject leader has specially-allocated management time in order to review evidence of the children's work and undertake lesson observations of P.E. teaching across the school.

11 Extra-curricular Activities

11.1 The school provides a range of physical activities for children at lunchtime and at the end of the school day. These encourage children to further develop their skills in a range of 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 apply the skills they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Data will be processed to be in line with the requirements and protections set out in the General Data Protection Regulation