

Policy for the Teaching of Physical Education (PE)

Governor's Committee Responsible	Children and Learning
Review Period	3 years
Next Review Due	September 2027
Lead Person	Tina Henderson and Helen Ruocco

Rationale

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, water safety and athletics. This promotes thinking, selecting and applying skills and a positive attitude towards a healthy lifestyle. This enables children to make informed choices about physical activity throughout their lives.

Aims of Physical Education (P.E.) (Taken from the National Curriculum 2014)

At Potters Gate School and St. Andrew's Infant School physical education aims to ensure that all pupils:

- ✓ Develop competence to excel in a broad range of physical activities
- ✓ Are physically active for sustained periods of time
- ✓ Engage in competitive sports and activities
- ✓ Lead healthy, active lives.

The Curriculum

The Foundation Stage

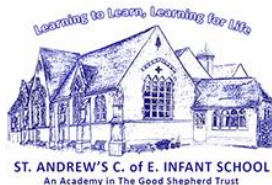
We encourage the physical development of our children in the reception class as an integral part of their work. Reception class follow the Foundation Curriculum which means the children are working towards the physical development requirements set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five years of age.

Early learning goals for Physical Development

- ✓ To move with confidence, imagination and safety;
- ✓ To move with control and co-ordination;
- ✓ To show awareness of space and of themselves and others;
- ✓ To recognise the changes that happen to their bodies when they are active;
- ✓ To use a range of small and large equipment;
- ✓ To travel around under, through and over, balancing and climbing equipment.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.



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.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in diverse ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing. 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

Pupils should be taught to:

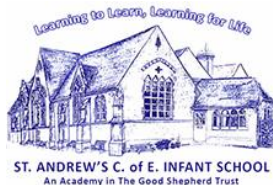
- ✓ swim competently, confidently and proficiently over a distance of at least 25 metres
- ✓ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- ✓ perform safe self-rescue in different water-based situations.

Teaching and learning style

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 as well as use a wide range of resources.

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.



PE curriculum planning

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum 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 athletics, swimming, water safety and take part in outdoor and adventurous activities.

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. The Val Sabin scheme is used to support teachers planning. These lesson plans should be used as a guide to help teachers plan their daily lesson. 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.

Contribution of PE to 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.

Equal Opportunities

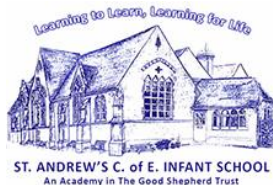
Physical education should, at all times, place an emphasis on the individuality of pupils and their needs. All pupils should be valued equally and have equal access to the curriculum regarding of ethnicity, gender, race or ability.

Teaching PE to children with special needs

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 provision targets set for individual children. A 'Jump Ahead' program is provided for SEN children where necessary.

Assessment and recording

The main method of gathering evidence and assessing achievement in physical education is made through a continuous process of teacher observation. This is an informed assessment based on knowledge of the pupil and the content of the work. Each teacher makes an annual assessment of each child, as part of the child's annual report to parents. The teacher passes this information onto the next teacher at the end of the 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 shed, 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, playground and local park for a range of activities and the local swimming pool for swimming lessons.

Health and safety

Please refer to the document: Safe Practice in Physical Education and School Sport Teachers are required to carry out a visual risk assessment at the beginning of a lesson. 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.

All pupils should have a PE kit in school every day and we expect them to change for PE into the agreed clothing for each activity area. Teachers are expected to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewelry is to be worn for any physical activity.

Monitoring and review

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 Role of the Subject Leader

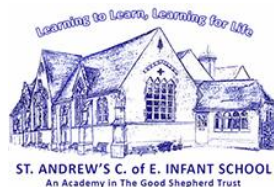
- ✓ co-ordinating all aspects of Physical Education provision for learners throughout the school
- ✓ developing the Physical Education Policy, in consultation with teachers, the Head teacher and the Governing Body
- ✓ modelling good practice in the teaching of Physical Education
- ✓ advising and supporting teachers and support staff in relation to Physical Education, including contributing to in-service training
- ✓ monitoring Physical Education, in conjunction with the Head teacher, through discussion with staff, by checking the Medium-Term Planning of individual teachers to ensure coverage and progression, and through analysis of learners' work
- ✓ purchasing and the organisation of Physical Education resources
- ✓ keeping up-to-date with developments in Physical Education teaching and learning, and disseminating information to colleagues as appropriate.

Extra-curricular activities

A range of PE-related activities for children out of school hours is provided by school and external providers. 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.

School tournaments / competitions

The school is part of the local school partnership and we participate in a range of events. Written parental consent is obtained prior to the event. A risk assessment is completed by the party leader and any specific information regarding transport is acknowledged. 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.