



# *Physical Education (PE) Policy*

*Reviewed: Spring 2020*  
*Next review date: Spring 2023*

*Headteacher* \_\_\_\_\_ *Date:*

*Chair of standards committee* \_\_\_\_\_ *Date:*

## 1 Aims and objectives

1.1 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, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Technique for breathing, calming and strengthening the body. Yoga is also taught throughout the school as 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.

1.2 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 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;
- providing specialist support where individual children have particular gifts or talents.

## 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 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 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, children have a wide range of 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 80 m 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).

## 3 PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Featherstone Wood 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 three other activities: swimming and water safety, outdoor adventure and athletics.

- 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 devises this plan in conjunction with Premier Sport and teaching colleagues in each year group.
- 3.3 We use the national scheme of work as the basis for our medium-term plans. This gives 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 The member of staff delivering the P.E lessons completes a lesson plan for each lesson delivered. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. Premier Sport provide lesson planning, structure and delivery support once a term to all teachers in KS1 and KS2. 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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.
- 3.6 The P.E company *Premier Sport* come in and teach one high quality lesson a week to all classes in KS1 and KS2. They do long, medium and short term plans and assess pupils' outcomes in detail at the end of each half term in each PE area. All this information is stored and shared with class teachers and the PE coordinator to help with the progress of the pupils in their second PE lesson a week.

#### **4 The Foundation Stage**

- 4.1 We encourage the physical development of our children in the Early Years as an integral part of their work. As the Early Years classes are 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 Framework, 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 care in the handling of 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 Featherstone Wood by encouraging children to describe what they have done, and to discuss how they might improve their performance.
- 5.2 Mathematics  
PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.
- 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 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's levels of ability, and encourages them to cooperate 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.

## **6 PE and inclusion**

- 6.1 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, and we take all reasonable steps to achieve this.
- 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 – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively.
- 6.3 Personal learning plans are developed for SEND pupils to support their full participation in PE as appropriate.
- 6.4 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 Featherstone Wood (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.

## **7 Assessment for learning**

- 7.1 Teachers assess children's progress in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their progress and to suggest ways in which to improve it. Teachers record the progress made by children against the learning objectives for their lessons. Teachers record this information and use it to plan the future work of each child. They also use the assessment records from the work with *Premier Sport*. 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.

## **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 to set up and put away this equipment located behind the curtains in the Sports Hall 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 for Key Stages 1 and 2.

## **9 Health and safety**

- 9.1 It is the general teaching requirement for health and safety that applies to 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 is that no potentially dangerous jewellery is to be worn for any physical activity.

9.2 Risk assessments are carried out by school staff for P.E as necessary. They are reviewed regularly.

## **10 Extra-curricular activities**

10.1 The school provides a range of PE-related activities for children during lunchtime 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 participates in inter-school activities supported by the Sporting Futures Team and Premier Sport. 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.

## **11 Monitoring and review**

11.1 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 Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in PE and indicates areas for further improvement;
- attend a Full Governing Body meeting to report on progress and attainment in the subject area on an annual basis as part of the Governor's monitoring programme
- uses specially allocated management time to review evidence of the children's work, and to observe PE lessons across the school.
- Monitors and evaluates the use of the Sports Premium. Produces the annual report on how the money is spent .

11.2 The quality of teaching and learning in PE is monitored and evaluated by the Headteacher and other external support where appropriate as part of the school's agreed cycle of lesson observations.

11.3 School staff contribute to a 'Healthy Lifestyles' action plan, as part of Ofsted's framework, which is coordinated by the Headteacher. This is reviewed regularly.

## **12 Sports Premium**

The Sports Premium promotes school sports across the country and funding is given to the school to promote sporting opportunities further. The school and the P.E coordinator monitor this impact closely throughout the year to ensure that the sports premium is having the best impact possible.