

St Anne's CE (Aided) Primary School



# **Physical Education Policy**

## **Aims and objectives**

At St. Anne's we believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. 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; all underpinned by the Fundamental Movement Skills required to take part in such physical activities. Physical education involves thinking; selecting and applying skills; collaborative working; and promotes positive attitudes towards a healthy lifestyle. Thus we enable our children to make informed choices about physical activity throughout their lives and promote lifelong participation.

### **Aims**

We aim to enable our children to become physically literate by giving them the opportunity to:

- *Develop physical and cognitive skills through a range of relevant Fundamental Movement based activities.*
- *Develop confidence and competence in performing different skills.*
- *Develop positive attitudes to physical activity.*
- *Improve social and interpersonal skills.*
- *Develop the ability to plan a range of movement sequences, organise and use equipment.*
- *Develop a sense of fair play and sportsmanship.*
- *Persevere and make sustained efforts to develop and improve their own performance.*
- *Pursue habits and interests that promote a healthy lifestyle.*
- *Develop an understanding of how to succeed in a range of physical activities and how to evaluate their own success.*
- *Take part in competitive sports.*
- *Become increasingly aware of how physical activity affects the body.*
- *Be physically active for sustained periods of time*
- *Engage in up to two hours of physical activity per week.*

### **Equal opportunities**

All pupils regardless of race, gender, ability, social origins or size are entitled to be included and be successful in physical education. All pupils have equality of opportunity in respect of curriculum balance, curriculum time, extra-curricular involvement and use of resources and facilities. Our policy is to enable all our pupils to experience success, not failure. Sensitive and informed groupings of pupils will ensure all pupils will contribute, be actively and physically involved and be challenged appropriately. Resources are appropriate for the range of abilities.

### **Teaching, learning and planning**

St. Anne's teachers 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 also to develop their knowledge of subject specific vocabulary. We do this through a mixture of whole class teaching and individual/group activities. Teachers begin by securing the Fundamental Movement Skills appropriate for their children and build on these to ensure the children are sufficiently skilled to participate in games, competitive sports and various physical activities.

Teachers draw attention to good examples of individual performance, as well as good personal skills such as concentration; team work; and perseverance, as models for 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.

In all classes there are children of differing physical ability. Whilst recognizing 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.*
- *Setting tasks of increasing difficulty, where not all children complete all tasks.*
- *Grouping children by ability and setting different tasks for each group.*
- *Providing a range of challenge through the provision of different resources, e.g. different equipment.*

### **The 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 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.

### **Key Stage 1**

As required in KS1 we teach children the basic movement skills such as running, jumping, throwing, catching, as well as developing Fundamental Movement Skills; balance, agility and co-ordination. We begin to apply these in a range of activities. We allow the children opportunities and teach them the skills they need to participate in team games, develop simple tactics for attacking and defending and to perform dances using simple movement patterns.

### **Key Stage 2**

In KS2 we build on the movement skills developed in KS1 and use these to play competitive games which are modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, tag rugby and tennis and apply basic principles suitable for attacking and defending. We develop the children's flexibility, strength, technique, control and balance through gymnastics and athletics and build on movement patterns through dance. We also teach children the skills required to take part in outdoor and adventure activity challenges both individually and within a team. Pupils are also taught to evaluate and compare their performances with previous ones to achieve their personal best.

### **Planning**

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 skills and activities covered each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group. Our medium term plans 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. Class teachers complete a short term 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 teacher keeps these individual plans; the class teacher and subject leader often discuss them. 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.

### **Assessment**

Teachers assess children's learning in PE as they observe and speak to them during lessons. They record the progress made by children against the learning objectives for their lessons. At the

end of a unit of work, teachers make a judgment as to whether the child has met, exceeded or is working towards the expectations of each individual unit. Children are also encouraged to assess themselves using their own record sheets in each lesson. The children assess themselves in 6 key areas: cognition, health and fitness, personal, social, physical and creative learning.

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 onto the next teacher at the end of each year.

### **Health and Safety**

The general teaching requirements 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 the children to change for PE into the agreed clothing for each area.

### **Appropriate dress**

Teachers are expected to set a good example by wearing appropriate clothing when teaching PE. No jewellery is to be worn for any physical activity. Children are required to remove items such as, earrings, watches, necklaces etc. Items such as earrings, which the child may be unable to remove, should be covered with surgical tape provided by the parents.

Children are expected to wear the school PE kit in order to ensure safe participation during sessions.

### **Indoor sessions:**

- Black shorts/leggings
- Red polo shirt
- Black pumps/plimsolls

### **Outdoor sessions**

- Black shorts or dark tracksuit bottoms (winter)
- Red polo shirt
- Trainers
- Sweater (winter)

### **Resources**

Children should have access to a range of well organised, clearly labelled resources to develop the ability to select the appropriate equipment for a task. Teachers will ensure that all resources are available when they are needed and every resource will be stored and available from the PE cage/under the stage and will be returned after use. Teachers will notify the PE leader if any resources become damaged. Children should be taught to use resources/equipment appropriately and independently and teachers should use a diverse range of resource material to cater for all the needs of the children.

### **Monitoring and review**

The monitoring of standards of children's work and 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 headteacher an annual summary report in which she 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.

### **Extra-curricular activities**

St. Anne's provide a range of PE related activities including football, multi-skills, athletics, cross-country, netball and dance for children at the end of the school day. These actively encourage children to further develop their skills in a range of areas. We send details of current clubs to parents at the beginning of each term. St. Anne's also play regular fixtures against other local schools and participates in a Competition Coordinator scheme to allow children to compete in various sports against other children their age. This introduces a competitive element to team games and allows 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.