



## 2.19

### Physical Education (PE) Policy

#### Aims and Objectives

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. Thus we enable them to make informed choices about physical activity throughout their lives.

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;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To reinforce British values of mutual respect, tolerance and an understanding of the value of rules and laws through P.E. and Games.

#### 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 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 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.

An approximate time of 90 minutes per week is spent on the teaching of P.E across both Key Stages, with further time blocked for swimming.

### **PE Curriculum Planning**

- PE is a foundation subject in the National Curriculum and although we do not need to follow this to the letter 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 movement, games and gymnastics at Key Stage 1. In Key Stage 2 we teach games, gymnastics, swimming and water safety and athletics. We will also teach outdoor and adventure activities.
- The long-term plan maps out the PE activities covered in each term during the key stage. The PE department work this out collaboratively to incorporate teaching strengths and facilities.
- The PE department write schemes of work for each block of activity as outlined in the long term plan. This will include learning objectives and intended outcomes. Specific skills practices and teaching points may be outlined.
- 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.

### **The Foundation Stage**

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.

### **Contribution of PE to teaching in other Curriculum areas**

#### **English**

PE contributes to the Speaking and Listening aspect of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

#### **Information and communication technology (ICT)**

It is possible to use ICT to support P.E, however it is not practical to do this for every unit. Once a year one unit should be identified as an ICT focus. E.g. collecting data on pupil performances for athletics, or using the digital camera to record symmetrical balances as part of a mathematics project.

## **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.

## **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.

## **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 all children.

## **Assessment and Recording**

Teachers assess children's work in PE 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 a unit of work, teachers assess the attainment of children. This enables 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.

## **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 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.

## **Health and safety**

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 teachers aim to set a good example by wearing appropriate clothing when teaching PE. The policy of the department is that no jewellery 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 Department and the Head Mistress. 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 may give the Head Mistress an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

#### **Extra-curricular activities**

The school provides a range of PE-related activities for children at lunchtime and 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 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.

This policy was adopted by	Silverhill School
Date	January 2018
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Name of signatory	Jenifer Capper
Role of signatory (e.g. chair/owner)	Head Mistress