



# Alexander Hosea Primary School

*'Roots to grow, wings to fly'*

## **Physical Education Policy**

### **INTRODUCTION**

Physical education inspires pupils to succeed and excel in competitive sports and develop knowledge, skills and understanding, so that they can undertake physically- demanding activities. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and confident as well as facing up to different challenges as individuals as well as in groups and teams. It builds positive attitudes towards sport and encourages fair and sporting behaviour. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and in turn it promotes positive attitudes and informed choices towards a healthy lifestyle.

Our policy is underpinned by the School's ASPIRE values and aims.

**A**daptability  
**S**elf-belief  
**P**erseverance  
**I**nclusion  
**R**espect  
**E**nquiry

### **AIMS**

The school aims to:

- Develop health, physical skills, and social qualities through physical activities such as gymnastics, games, athletics, dance, and swimming;
- To ensure that all children are physically active over a sustained period of time in Physical Education lessons;
- Promote the enjoyment and interest of PE through developing self belief and providing challenging and stimulating activities;
- Assist pupils with learning the specific skills necessary for a range of sports and activities;
- Enable children to develop and explore physical skills with increasing control and co-ordination;
- To promote and develop the skills of team work and collaboration;
- By the end of Key Stage 2, the children will be able to swim competently over a distance of at least 25 metres and have good basic water skills;
- Teach children to recognise and describe how their bodies feel during exercise;
- Promote a healthy attitude towards competition and link with other schools to compete in competitive games and festivals;
- To develop the understanding of good sportsmanship and fairness in competitive games;

## **TEACHING AND LEARNING**

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/critique their own performance as well as the performance 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. We also provide the opportunities to have 'intra' sporting competitions between year groups. We also have experienced PE coaches, who provide teaching in a range of different sports.

## **PE CURRICULUM PLANNING**

PE is a foundation/non-core subject in the National Curriculum. We use the National Curriculum 2014 as the basis for termly planning in PE alongside Physical Education non-negotiables which clearly set out skills from levels 1-6. In Key Stage 1, we teach dance, games, gymnastics, and athletics. In Key Stage 2 we teach dance, games, gymnastics, athletics and swimming. Across the school, some of the PE teaching is sometimes provided by outside agencies.

Class teachers complete a termly overview for the areas to be covered in PE using the National Curriculum and PE non-negotiables. The PE leader, in conjunction with relevant staff / sports coaches complete a yearly overview. In turn, in their weekly planning, they will list specific learning objectives and skills to be covered in each lesson and give details of how the lessons are to be taught. The class teachers also use other schemes of work including FUNS and TOPS cards for multi skills and dance. Planning is readily available for the subject leader to monitor and or discuss with the class teacher on an informal basis.

We plan the PE activities so that they build upon the prior learning and skills 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 non-negotiables, so that the children are increasingly challenged as they move up through the school.

We provide opportunities for children from all year groups to meet and compete against other schools by taking part in matches, tournaments, galas and festivals.

## **THE FOUNDATION STAGE**

We encourage the physical development of our children in the reception class as an integral part of their daily activities in class. This involves providing opportunities indoors and outdoors using a wide range of resources to support the specific skills for young children to be active and to develop their co-ordination, control, movement and the way they handle tools and equipment. They have PE sessions and are helped to understand the importance of physical activity and how to make healthy choices in relation to food.

## **ASSESSMENT AND RECORDING**

Teachers assess children's learning in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons and the National Curriculum. PE assessment grids are used to assess all areas of physical education for each individual child. Evidence can be found in the children's own personal learning journals through photographs and notes.

## **DIFFERENTIATION**

At our school we teach PE to all children, whatever their ability. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs. All children will be encouraged to take part in all activities as a very necessary part of their development. Appropriate provision and intervention will be made for children with specific physical and medical limitations. Further opportunities are provided for gifted and talented children through out of school clubs, teams and intra school competitions.

## **RESOURCES**

***There is a wide range of resources to support the teaching of PE across the school. We keep our equipment in the PE cupboard in the hall and outdoor equipment in the play pod located in the school playground; this is accessible to children only under adult supervision. The school also has an outdoor gym which is used at playtimes and lunchtimes. The hall contains a range of large apparatus and we expect the children, with support, to help set up and put away this equipment as part of their provision. By so doing, the children learn to handle equipment safely. The children use the school playground and field for games and athletics activities and a local swimming pool for swimming lessons. Equipment will be monitored and checked in conjunction with the Health and Safety policy and relevant risk assessments.***

Sports leaders are appointed and used to encourage younger children to get involved in physical games and other activities during playtimes.

## **HEALTH AND SAFETY**

To ensure the safety of the children:

- "Safe Practice in Physical Education and Sport", Local Authority guidelines on PE safety and school risk assessments will be adhered to. It is essential that teachers are familiar with these documents.
- There will be close supervision of the children at all times.
- Children will be taught the safety rules necessary to handle the small and large apparatus.
- Children will be taught to wear the appropriate clothing for each activity, taking into account any cultural requirements. Staff will set the right example, especially by wearing correct footwear.
- With the exception of stud earrings, children are required to remove ALL jewellery for PE activities. Stud earrings should be covered with tape.
- Long hair should be tied up.
- Members of staff will have awareness of any medical or physical needs of the children undertaking the PE activity.

## **EXTRA-CURRICULAR ACTIVITIES**

The school provides a range of inclusive PE-related activities such as netball, football, games and tennis for girls and boys at the end of the school day. These provide curriculum enrichment and encourage children to further develop their skills. The school sends details of the current forthcoming club activities to parents at the beginning of each term.

The school plays regular fixtures and takes part in sporting festivals against other local schools through our links with KLB School and the South Gloucestershire PE Association. This encourages a competitive element to team games and allows the children to put into practice both the physical and personal skills of competitive sport that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

### **SPORTS DAY**

All children take part in sports day in the summer term which encourages all children to enjoy a variety of sporting/athletic activities.

### **CONCLUSION**

This policy will be reviewed when any changes are made to the National Curriculum or to reflect any significant changes in practice.

### **Equalities Impact Assessment (EIA)**

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

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