



Physical Education Policy

Policy Creation and Review	
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1. Introduction

'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' – *The National Curriculum (2013)*

At New City Primary School, we believe that PE is vital to children's physical, emotional and social development as well as their health. PE enables children to develop their self-confidence and competence in a variety of physical activities. Physical Education is one of the statutory foundation subjects within the National Curriculum. It is important that children are given the opportunity to participate in a wide range of activities so that they are more likely to continue to be physically active throughout their lives. We believe PE to be an integral part of the curriculum which should be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the values that underpin our school and its beliefs.

By providing a balance of individual, team, co-operative and competitive activities, it is intended to meet the needs of individual children including those with High Level Special Needs. Learning situations should be enjoyable, stimulating, and challenging, based on progressive learning and varied teaching styles.

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.

2. Aims and Objectives

We aim to be a school where physical education caters to the needs and aspirations of each child, and where every child has the opportunity to take part in sport. We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Physical development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills .
- To be aware of the different shapes and movements that can be made with the body .
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy .

- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility .
- To appreciate of the value of safe exercising .

Social and emotional development:

- To develop a love of physical exercise .
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication .
- To develop confidence in their own skills and abilities .
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others .
- To realise that the right exercise for you can be fun and will give you energy for other things in life .
- To create and plan games and teach them to one another
- To develop a sense of fair play.

Cognitive development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body.
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition – trying your best is just as important .
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure .
- To treat your team, the opposition and the referee with respect .
- To raise self-esteem through opportunities to celebrate sporting success .

3. Teaching and Learning Style

Physical education is concerned with developing good quality performance and at the same time enabling every pupil to become independently active. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

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/paired/group activities. We cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. 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 using STEP differentiation:

- Space: modifying the space in which the activity is happening. E.g. increasing or decreasing the area, changing the distance or direction or adjusting personal and group space.
- Task: Modifying what is happening in the task. E.g. changing the rules or demands of the activity, changing the length of time, or changing the teaching cues.
- Equipment: Modifying the equipment children are using. E.g. changing the size of the target, the amount of equipment or the arrangement of the equipment
- People. Modifying the people that are involved in the task. E.g. children working alone, in pairs, in bigger or smaller team or as a leader or follower.

All children are encouraged to join clubs and extend their interest and involvement in sport. We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving within sport. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is closely aligned with our policy on Personal, Social and Health Economic Education (PSHE).

Through the government's Sports Premium funding, the school provides opportunities for pupils to work with outside specialist sport coaches to improve their ability as well as providing specialist equipment for the sports taught.

4. 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, gymnastics and athletics at Key Stage 1 and 2. However, KS2 also cover swimming and water safety. We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years.

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. Our medium-term plans, which we have adopted from the national scheme, 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 daily 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 class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis. These are handed in during weekly planning scrutinies.

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.

5. The Foundation Stage

We encourage the physical development of our children in the Nursery and Reception classes 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 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.

6. Links with other Subjects

PE can link to other subjects, e.g. Literacy, (recount/report/ instructions), Science (body parts/pulse rates) and Maths shape/position /directions/counting and graphical representation of data). Computing is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment. It can also link to topic areas in History and Geography through looking at different dances in the topics covered.

7. Teaching P.E. to children with Special Educational Needs

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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, variation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

The class teacher will work in conjunction with the SENCO, P.E Co-ordinator and the support teacher/assistant to ensure that the framework is appropriate to the needs of the children on the code of practise. The support teacher/assistant should be fully briefed beforehand, and the objective of the lesson clearly identified.

We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8. Equality

The children in our school represent many different cultures and faiths; to this end we aim to provide a P.E curriculum which is accessible to all our pupils. Materials should be chosen carefully, avoiding stereotypical images. All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies. Lessons are planned to cater for each pupil's individual needs

9. Assessment and Recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Regular opportunities are also provided for pupils' peer and self- assessment. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers put their assessment into Pupil Tracker. This information is used to plan the future work of each child. 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 on to the next teacher at the end of each year.

10. Resources

There is a wide range of resources to support the teaching of PE across the school. The resources needed are located in designated areas around the school. The bottom floor has a range of gymnastic apparatus and a climbing frame appropriate for all children. There is also a cupboard on top and bottom floors, which contains a range of equipment suitable for all lessons. The P.E. Co-ordinator and Sports Coach both have the code for this room. There is a store cupboard in the infant playground with a range of scooters for use by KS1 and KS2, the sports coach has the key for this. The three halls are used for timetabled PE lessons and teachers can also use the two playgrounds at these times. The lunch hall can also be used for P.E lessons. Teachers have access to literature via the co-ordinator and can rely on advice from the co-ordinator or sports coach. The children use the school playground for games and athletics activities and the local swimming pool for swimming lessons.

11. School Sports Partnership (SSP)

New City Primary is a member of the Cumberland Sports Partnership. This partnership supports and promotes the following:

- Increased participation in high quality Physical Education
- Increased participation in high quality 'Out of School' Learning
- Increased attainment and achievement in PE and Sport
- Increased participation in competitive and performance opportunities
- Increased involvement in community sport
- Support and training for staff

12. **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. As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury. Teachers are aware of noise levels, and ensure that they are appropriate to the task and place (e.g hall – awareness of classrooms around the edge and the task in hand) Talk should be focussed on the task.

We expect children to wear the correct PE kit. This should be:

- A plain white t-shirt
- Shorts or tracksuit trousers in blue or black
- Trainers or plimsolls
- Children will work in bare feet for all indoor and apparatus work

Children should not wear jewellery during PE lessons and long hair should be tied back.

When children take part in swimming lessons, they should have a kit consisting of:

- a swimming hat
- swimming trunks for boys
- full swimming costumes for girls
- a towel
- a bag to carry it all in
- NO goggles

Teachers and support staff involved in the lesson are expected to wear suitable clothing and footwear for teaching PE to be a role model for the children.

13. **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 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.

Monitoring of Pupil Tracker is carried out each term and termly reports are produced by the Coordinator; findings and actions are shared with the whole school. The PE subject leader gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. This is then used to help construct the following years subject development plan.

14. Extra-Curricular Activities

Our extra-curricular programme, at the end of the school day, compliments and supplements the range of activities covered in curriculum time. It reflects a breadth and balance across many areas of activity. The content aims to be varied – including competitive and non-competitive; team and individual based clubs appropriate for all pupils.

The school sends details of the current club activities to parents at the beginning of each term. We follow a range of inter-school fixtures, tournaments and festivals. This complements the 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year	PE - Gymnastics: Travelling Games 1 - Bean Bag skills	PE - Dance: The Magic Toys Games 1: Ball skills	PE - Gymnastics: Movement & Sequence Games 2: throwing and catching skills	PE - Dance: Animals Games 2: aim and control skills	PE - Gymnastics: Floor work Net & Wall Games: Softball Tennis	PE - Dance: Weather & Seasons Athletics
Year	PE - Gymnastics: Travelling & Balance Games 2 - Racket skills	PE - Dance: Life cycles Games 2: Football skills	PE - Gymnastics: Sequences & Apparatus Invasion Games: Basketball	PE - Dance: Colours & Moods Invasion Games: Netball skills	PE - Gymnastics: Floor work Net & Wall Games: Tennis	PE - Dance: Weather & Seasons Athletics
Year 3	PE - Gymnastics: Floor work Swimming 3A Striking & Fielding: Cricket	PE - Dance: Country dancing Swimming 3A Invasion Games: : Netball	PE - Gymnastics: Balance & Beam Swimming 3B Net & Wall Games: Tennis	PE - Dance: Contemporary Swimming 3B Net and Wall: Seated Volleyball	PE - Strike and Field: Cricket Swimming 3C Athletics - Javelin & Shot put	Strike and Field: Rounders Swimming 3C Athletics - Sprints and Relays
Year	PE - Gymnastics: Floor work Invasion Games: 1	PE - Dance: Country dancing Invasion Games: 1	PE - Gymnastics: Balance & Beam Strike and Field: Cricket	PE - Dance: Contemporary Strike and Field: Softball	PE - Net and Wall Athletics: types of jump	PE - Net and Wall Orienteering: obstacle challenge, crossing the swamp etc
Year 5	PE - Gymnastics: Floor work Invasion Games: Football Swimming 5O	PE - Dance: Contemporary dancing Invasion Games: : Netball Swimming 5O	PE - Gymnastics: Vault Strike and Field: Rounders Swimming 5A	PE - Dance: Street dance Strike and Field: Cricket Swimming 5A	PE - Net & Wall Games: Volley Ball skills Athletics: Running & Jumping Swimming 5B	PE - Net & Wall Games: Badminton Athletics: Throwing & Relays Swimming 5B
Year	PE - Gymnastics: Floor work Invasion Games: Football	PE - Dance: Contemporary dancing Invasion Games: Netball	PE - Gymnastics: Vault Invasion Games: Hockey	PE - Dance: Street dance Invasion Games: Tag Rugby	PE - Net & Wall Games: Volley Ball skills Striking & Fielding: Cricket	PE - Net & Wall Games: Badminton Athletics: Sprint and relay

Some units are repeated across year groups. Please refer to the PE folders to see the variation each year.