



St Nicholas CE VA Primary School

PHYSICAL EDUCATION POLICY

Our school is a happy place where everyone is valued, every child can thrive and reach their full potential and where we live out our Christian values celebrating the uniqueness of each individual.

At St Nicholas School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Policy reviewed by:	School Effectiveness Committee
Policy adopted by SEC:	Nov 22
Chair of Governing Body:	Caroline Fleming
Headteacher	Rizelle Crouch
Policy review due:	Nov 25

1 Aims

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 school aims to:

- enable children to develop and explore physical skills with increasing control and coordination;
- encourage children to work and play with others in a range of group situations;
- develop the way children perform skills, and apply rules and conventions, for different activities;
- show children how to improve the quality and control of their performance;

- teach children to recognise and describe how their bodies feel during exercise;
- develop the children's enjoyment of physical activity through creativity and imagination;
- develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.

PE is important because:

- early habits of physical exercise contribute to healthy lifestyle;
- physical activity is a pleasurable activity which can provide challenge and fulfilment throughout life;
- knowledge and understanding about areas of physical activity improves spectators' appreciation and enjoyment of activities and contributes to cultural understanding.

2 Teaching and Learning Style

2.1 The school employs sports coaches to teach a selection of lessons for different classes. Where sports coaches are not used, the class teacher will teach the PE lessons. 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 80m sprint)
- setting tasks of increasing difficulty, where not all children complete all tasks
- 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. 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 in Key Stage 1 we teach a range of skills including running, jumping, throwing and catching, balance, agility, co-ordination, dance and strategies for attacking and defending. In Key Stage

2 we develop the same skills taught in Key Stage 1 as well as flexibility and strength and a variety of outdoor adventurous activities. In Key Stage 2 all of the skills learnt are used and applied into a range of different games and activities such as hockey, football, rugby, netball and basketball.

3.2 The PE curriculum is mapped out on a long term overview to outline the activities and skills covered in each term during the key stage. Where PE is taught by coaches, the coaches teach in line with the school's long-term plans to ensure all areas of the curriculum are covered.

3.3 We use the national scheme of work to 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.

4 The Foundation Stage

4.1 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, 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 our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.

5.2 Personal, social and health education (PSHE)

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.

5.3 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.

5.4 Numeracy

PE contributes to the teaching of Numeracy. Teachers use a range of strategies to incorporate Numeracy into PE such as recording time, counting and measuring distance.

5.5 Science

PE contributes to the teaching of Science. Children learn about how their body responds to exercise by recording their pulse rate before and after physical activity. Children also learn about how a healthy diet and exercise contributes to a healthy lifestyle.

6 PE and Computing

- 6.1 Computing** enhances the teaching of PE, where appropriate, in all key stages. Children record their performances and use the videos to develop their skills. Music composed on the computer is sometimes used for creative dance. Older children compare each other's performances from recordings, and use these to improve the quality of their own work.

7 PE and Inclusion Statement of Policy for Equality of Opportunity

To treat all children as individuals regardless of gender or race, language, social circumstances or giftedness. To respect different ethnic origins and cultures so that all children have planned functional access to a broad and balanced curriculum that develops their skills to the full.

- 7.1** 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. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).
- 7.2** 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

7.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

7.4 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 our school (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.

8 Assessment for Learning

8.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. 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. 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. The teacher passes this information on to the next teacher at the end of each year. Where classes are taught by coaches, PE coaches complete assessments electronically. This enables teachers to monitor progress over the course of the year.

9 Resources

9.1 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 cupboards, 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 as well as the outdoor gym for fitness activities.

10 Health and Safety

10.1 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 school policy is that no potentially dangerous jewellery is to be worn for any physical activity.

11 Extra-curricular Activities

11.1 The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school also plays regular 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 cooperation amongst our children.

12 The Role of the PE Co-ordinator is to:

- take the lead in policy development and the production of schemes of work to ensure progression and continuity throughout the school;
- monitor progress within Physical Education;
- take responsibility for the purchase and organisation of the central resources;
- support staff in the teaching of high quality PE lessons;
- keep a portfolio of evidence showing progress from across the school.

13 Monitoring and Review

13.1 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 their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school.

13.2 This policy will be reviewed every 3 years in line with the school's policy review programme. The subject leader is responsible for reporting to the School Effectiveness Committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.