



New Mills Primary School

Physical Education

Policy

Updated October 2013

1. 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.

2. 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 cross country;
- ✚ 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

PE is a foundation subject in the National Curriculum. Our school uses the QCA national scheme of work as the basis for its curriculum planning in PE. We have adapted this scheme to the local circumstances of the school. As required in Key Stage 1, we teach dance, games and gymnastics. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus three other activities: swimming and water safety, athletics and outdoor and adventurous activities.

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.

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 class teacher keeps these individual plans.

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.

4. Learning

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.

Key Stage 1

Children continue to build on their early experiences and move into paired and group activities. They begin to play simple games, explore and link actions, improve coordination and response to stimuli. They develop greater awareness of others and begin to develop their own ideas and creativity. Children improve their use of apparatus and equipment and continue to develop gross motor skills and hand-eye coordination. They learn to refine skills in throwing, catching and

kicking balls and working cooperatively. They continue to develop coordination, balance and achieve greater control over their movements. They develop their visual and auditory awareness and begin to express themselves through movement and communicate ideas and feelings about their performance.

Key Stage 2

Children build on their previous experiences through a broader P.E curriculum. They learn specific skills and refine and improve existing ones. Children learn and demonstrate the importance of teamwork in pairs and small groups, and are taught common skills and principles for playing games with increasing complexity. They are given opportunities to be creative in developing their own rules as well as learning the conventions of traditional games. Children will take part in competitive experiences and develop greater awareness over the importance of their efforts as well as winning. Children begin to sequence movements with greater complexity, and develop poise and control over their actions, including equipment and apparatus. They respond creatively to stimuli and improve compositional work, performance and content. They become confident at evaluating their own performances and others, and reflect on how they can refine and improve their skills. Children develop greater awareness of the importance of physical activity and the effect upon their own body.

5. Contribution of PE to teaching in other curriculum areas

Literacy

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. Also Dance is used as a basis for particular pieces of writing.

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.

6. Teaching PE 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 and differentiation - 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.

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.

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.

7. Assessment and recording

Teachers assess children's work 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. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information in their assessment files and use the information 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.

8. 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 also use the school playground and the top playground/ grass

area for games and athletics activities. We also use the local swimming pool for swimming lessons.

9. 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.

Appropriate dress

Indoor sessions:

Shorts, 'T' - shirt, plimsolls

Outdoor sessions:

'T' shirts or sweaters (winter), Shorts or tracksuit bottoms(winter), Trainers.

Jewellery should not be worn during PE and children are required to remove items such as earrings, necklaces, watches and rings etc. Items such as earrings, that the child maybe unable to remove should be covered by surgical tape. This is only a short term measure and as soon as the child is able to remove them independently, they should do so.

10. Extra-curricular activities

The school provides a range of PE-related activities. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current after school club activities to parents at the beginning of each term. 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 co-operation amongst our children.

11. School Sports Premium

For the next two years (2013-2014 and 2014-2015) all Primary Schools nationwide are receiving a 'School Sport Premium.' This is Government funding given to schools to be used to improve provisions for Physical Education and Sport. Our school is planning to divide the premium into several areas, which will maximise the impact of the funding and contribute to creating a sustainable legacy once the funding has gone.

The different areas we will be using the money are;

- ✚ Employing a SSCO to work alongside and support KS1 teachers in the delivery of high quality PE lessons.
- ✚ Funding towards the organisation of regular inter-school competitions in New Mills.
- ✚ Employing an experienced coach to take a sporting after school club in an area which is popular with the pupils.
- ✚ Funding for a gymnastics specialist/ teacher to come into school and work with all members of staff on developing their confidence and ability to teach high quality gym sessions.
- ✚ Launching a Breakfast Club at school each morning.
- ✚ Development of the wider curriculum through our outdoor environment.