



Physical Education (P.E.) Policy

Aims

To develop a **fun, high-quality P.E. curriculum** that **inspires all pupils to succeed and excel in competitive sports** and other physically demanding activities. We do this by fully adhering to the aims of the National Curriculum for Physical Education to ensure that all children:

- develop **competence** to excel in a broad range of physical activities.
- are **physically active** for sustained periods of time.
- engage in **competitive sports** and activities.
- lead **healthy, active lives**.

We aim to build a curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing **values and transferable life skills** such as **tolerance, fairness and respect**. Through enrichment activities and intra-school competitions, we aim to raise the profile of P.E. and expose our pupils to sports they may never have had the opportunity to engage with. Children will develop the skills that will enable them to make **healthier lifestyle choices** both now and in the future.

We are passionate about the need to teach children how to **co-operate and collaborate with others**, as part of a **team**, understanding **fairness** and **equity of play** to embed **lifelong values**.

Planning and Curriculum Organisation

Our P.E. syllabus is based on an enhanced model of the Early Years Framework and the National Curriculum, with a clear progression structure from Reception to Year 6. The curriculum builds on the existing knowledge and skills of each child and provides the opportunity for progression within a variety of sports and sporting activities.

Teaching and Learning Styles

Our staff implement a range of teaching styles to engage the variety of learners, providing them with the opportunity to learn from visual, auditory and kinaesthetic activities. Skills and understanding are often developed as a whole class, but children are encouraged to work cooperatively in groups and independently. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage children to evaluate their own and others' work, particularly as they move towards mastery in the subject.

Equal Opportunities

Inclusion: Providing Effective Learning Opportunities for All Pupils

We pay particular attention to ensuring there is no gender bias in equipment or in access to resources, coaching or activities. Teachers pay attention to the equal distribution of their questioning across all groups.

Pupils with Special Educational Needs and Disabilities (SEND)

The planning and resourcing of P.E. takes account of every child and their needs. The skill and ability of each child is accounted for when differentiating lessons. Equipment can be varied to suit the particular needs of children as well as the expected outcome of the task. Resources and opportunities are distributed equally across our main school and Base classes, and special or adaptive equipment can be sourced for those children who need it.

Where a child has a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the children's Education Health Care Plan (EHCP) and/or Pupil Progress Plan, elements of which may be informed by external agencies (e.g. Occupational or Physical Therapists).

Sports intervention (1:1 or small group coaching) will be offered to children whose needs preclude taking part in P.E. lessons with their peers.

The Contribution of P.E. to Other Curriculum Areas

English: Speaking and Listening skills. Children are constantly challenged to discuss, question and explain their thinking and reasoning within a skill set.

Maths: Number work, Time and Data Analysis. For example, counting repetitions; using a stopwatch to time themselves and others; compile sets of data over time (e.g. how fast they can run 200 meters) and analyse these.

Science: Children learn how to keep their bodies healthy through physical activity and healthier lifestyle choices. Direct links can be made to Science units of study about the human body and keeping healthy.

ICT: ICT equipment is used to support P.E. teaching where appropriate, for example as a visual tool to offer examples to the children.

Spiritual, Moral, Social and Cultural (SMSC) Development: Groupings allow children to work together and provide opportunities for pupils to discuss their ideas and performance.

Working with and alongside pupils with varying degrees of confidence and ability in PE provides a natural opportunity for children to develop respect for others, and encourages them to cooperate across a range of experiences and activities.

Personal, Social and Health Education (PSHE): Work in P.E. encourages independent study and helps pupils to become increasingly responsible for their own learning. The planned activities within P.E. encourage children to work together and respect each other's views. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Resources

P.E. equipment should be organised before the lesson.

All equipment – especially balls – should be counted at the beginning and end of each lesson to avoid loss.

In the case of equipment which is broken or no longer suitable for use, these items should be removed from the lesson immediately to avoid injury. If these items are not suitable for repair, they should be disposed of immediately and a note made on the inventory list in the P.E. store. Staff must contact the P.E. Coordinator or the Sports Coach as soon as possible after the lesson to request replacement equipment. Broken equipment that must be returned to the P.E. store (e.g. while awaiting repair) should be clearly labelled as such.

Health and Safety

It is the responsibility of staff to ensure that all equipment is appropriately collected from and returned to the P.E. storage areas. For health and safety reasons, children should not be allowed to enter the P.E. stores unsupervised.

As part of their learning, children should be taught to carry the equipment properly to ensure safety.

All children should have a P.E. kit in school, consisting of a white t-shirt, black shorts or black tracksuit bottoms, and suitable footwear (such as trainers or plimsols). Children must not take part in P.E. lessons without appropriate footwear.

Staff must also wear appropriate kit for P.E. lessons, including appropriate footwear.

We encourage the children to consider their own safety and the safety of others at all times.

No jewellery is to be worn during P.E. lessons or other organised physical activity. Where earrings can not be removed, they should be covered by a sticking plaster to avoid injury to the wearer or others.

Staff will carry out visual checks of apparatus/equipment before the start of every lesson.

Assessment and Recording

Teachers assess children's work in P.E. through observations of their work during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. Pupil voice is essential in the assessment of learning and progress in P.E.

Monitoring and Review

Monitoring the standards of children's work and the quality of teaching in P.E. is the responsibility of the head teacher and Link Governor, supported by the subject leader. The Subject Leader will support colleagues in their teaching, be informed about current developments in the subject, and provide a strategic lead and direction for P.E. in the school. A named member of the school's governing body is briefed to overview the teaching of P.E. This governor meets regularly with the P.E. Coordinator to review progress.