



Mosaic Physical Education (PE) Policy

Aims and objectives

Physical education encompasses all areas of child development and aims to develop 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 a lifelong, positive attitude towards physical activity and staying healthy
- 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.

Staffing/ Staff development

Each teacher takes their own class for all areas of PE, excluding swimming lessons where a specialist teacher is employed by the local authority. Specialist teaching will also be encouraged through the use of outside agencies.

Staff development needs are identified by carrying out yearly audits of teacher needs focusing on long term, medium term and short term planning. The needs are then analysed and prioritised and met accordingly.

Entitlement

All children are entitled to the statutory requirements for PE. Each class has PE allocated on their weekly timetable and each unit of work lasts on average 6 weeks. The planning incorporates all four strands of knowledge, skills and understanding from NCPE 2000 which is built into each unit of work.

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 an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- 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.

PE Curriculum Planning

PE is a foundation subject in the National Curriculum. Our school uses the Champions Scheme for our planning as a scheme whole school 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 and gymnastics at Key Stage 1. The governors of the school have decided that we should also follow the non statutory guidelines for Key Stage 1 in relation to swimming activities and water safety. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. The governors of the school have decided that we will not teach outdoor and adventure activities, but opportunities for residential visits to Thurston are available to all KS 2 children. Swimming activities and water safety appears in Key Stage 2 because our children do not go swimming in KS 1.

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 Suffolk 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.

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.

The Foundation Stage

We encourage the physical development of our children in the nursery and 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.

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English in our school by encouraging children to use a range of language to describe what they have done and to discuss how

they might improve their performance. PE also develops children's listening skills and problem solving.

Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Children can use a video recorder to record the order of movements in their sequences of work. Older children compare each other's performance from recordings and use these to improve the quality of their work.

Personal, social, health and citizenship education (PSHCE)

PE contributes to the teaching of personal, social, health and citizenship education. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. PE also contributes to PSHCE by promoting fair play, honest competition and good sporting behaviour. Qualities such as unselfishness, tolerance and acceptance of decisions continue to be fostered throughout PE lessons.

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.

Teaching PE to children with special educational needs, equal opportunities and inclusion

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, 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 a School Learning Plan will lead to the creation of a plan for children with special educational needs. The plan may include, as appropriate, specific targets relating to gross motor development in PE.

We enable pupils to have access to the full range of activities involved in learning in 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.

Gender-typical attitudes are avoided by teaching boys and girls together throughout all aspects of PE, and expectations are high for all children.

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 against the National Curriculum levels of attainment. They record this information at the end of each unit on Champions Scheme assessment sheets in different coloured pen 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 child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

The PE subject leader may keep photographic evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the DfE.

Equipment and 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 use the school field for games and athletics activities and the local swimming pool for swimming lessons.

The PE co-ordinator is responsible for purchasing and maintaining equipment. Replacement and new equipment is planned for by an audit of staff requirements, which is paced onto the subject development/action plan.

Safety Practice

The general teaching requirement for health and safety applies in this subject (See Health and Safety Policy). All staff work to accepted codes of practice in PE (safe practice in PE BAALPE 2003).

Health and safety awareness is an integral part of children's learning in PE. We encourage the children to consider their own safety and the safety of others at all times.

We expect children 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.

If children forget or lose kit, they will miss PE. If it happens a second time, a letter reminding parents of the PE timetable and the statutory requirements will be sent home.

The policy of the governing body is that no jewellery is to be worn for any physical activity and long hair must be tied back (see health and safety guidelines in appendix 1)

All teachers follow the EVC Policy when travelling for PE purposes.

There is a standard system in place where the LA contractors check gymnastics equipment for safety each year.

The swimming teacher holds a valid first aid qualification/resuscitation awards for swimming off site and at least 3 members of staff are fully trained in first aid on site.

For guidelines on manual handling of equipment see Health and Safety Policy.

Monitoring and Evaluation

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. This will be carried out by co-ordinator collecting in examples of planning with annotated, formative assessments and by photographic evidence of good practice taken once a half term.

Children will evaluate their own quality of learning in PE, by responding to a questionnaire, set up by the school council. The information will then be disseminated to teachers to help inform future planning.

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. The PE subject leader gives the performance management leader an annual summary report/ audit in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Out of Hours Learning (OSHL)

Out of school hours learning aims to:

- enhance the school curriculum
- develop and foster positive attitudes
- promote interest and knowledge about various leisure pursuits
- encourage children to pursue healthy, active lifestyles

The school aims to provide a range of PE-related activities for children at the end of the school day including Football, Games and seasonal activities such as Judo. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current 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.

Adults other than teachers (AOTT'S)

Parents are encouraged to support their own children e.g. help with transport after completing an EV6 voluntary driver form. (See EV Policy)

AOTT's will be encouraged under the guidance of the BALLPE and health and safety policy to help run some of the out of hours activities, which will harness the local expertise.

Policy Review Date: May 2026

Signed:

Date: