

Brighter Futures Academy Trust

Siddal Primary School

PE Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
Ruth Woodhead	October 2015	October 2017

Introduction

At Siddal Primary School we believe that physical education (PE) teaching develops the 'whole child' by increasing the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of competitive sports and physically-demanding activities.

We believe that PE should provide opportunities for children to become physically confident in a way which supports their health and fitness and promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

Aims

At Siddal Primary School we aim to:

- Develop children's competence to excel in a broad range of physical activities
- Ensure that children are physically active for sustained periods of time
- Engage in competitive sport and activities
- Lead healthy, active lives.

The National Curriculum 2014 states that, 'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.'

Objectives

Our objectives in the teaching of PE are 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 in which 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

The Curriculum

EYFS

In the Early Years Foundation Stage PE learning forms one of the three prime areas of learning – Physical Development. This prime area of learning involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food. 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

In Key Stage 1 pupils build upon the skills acquired in EYFS and continue to develop fundamental movement skills. These skills enable children to become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, both individually and with others. They learn to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Key stage 2

In Key Stage 2 Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, (for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics).
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

At Siddal Primary School, we provide swimming lessons using a local sports centre in Year 4 for 45minutes per week. Those children who are still not confident swimmers continue to attend lessons in year 5/6 until they can swim proficiently.

Pupils will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres

- Use a range of strokes effectively such as front crawl, backstroke and breaststroke
- Perform safe self-rescue in different water-based situations.

Planning

EYFS

Physical development is a prime area in the EYFS curriculum so is being developed in the indoor and outdoor learning environment all the time. For timetabled PE lessons, teaching plans are drawn up by the class teacher in accordance with the Early Years Foundation stage Curriculum. EYFS Medium Term Planning Sheets are used by the class teacher to identify the objectives for each term. The short term planning outlines each week's activities, identifying the knowledge, concepts, skills, attitudes and values that will be developed, and details differentiation, deployment of staff/volunteer support and resources. The class teacher keeps these individual plans, and the subject leader monitors and reviews them regularly.

Key Stage 1 & 2

PE is planned by each class teacher in accordance with the National Curriculum. Medium term plans are drawn up by class teachers at the beginning of each term. They ensure an appropriate balance and distribution of work across each half term with ample opportunity to revisit and extend children's learning. During each half term, specific learning objectives, tasks and activities are recorded on short term weekly planning sheets. Sheets for weekly planning specify organisational details, including teaching modes, differentiation, deployment of staff/volunteer support and resources. The class teacher keeps these individual plans in their planning file, and the subject leader monitors and reviews them regularly.

Progression and Continuity

At Siddal Primary School we plan the activities in PE so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through school. Individual learners are able to make progress in the acquisition of concepts, knowledge and skills at the rate most appropriate to their ability and stage of development.

Teaching Methods and learning style

The teaching of PE is predominately a 'hands on' experience due to the nature of the subject. All lessons are well structured and maintain a good pace. Lessons provide opportunities for individual, paired and group work. Teachers share the lesson objectives and success criteria with the class, and through assessment by teachers and children's own self-assessment and peer assessment, the next steps in learning are planned for effectively.

Children are also provided with the opportunity to participate in PE delivered by outside agencies throughout the school year in timetabled PE sessions, extra- curricular activities and specialist workshops.

We recognise that in all classes, children have a wide range of ability in PE, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Curriculum Links

Effective teaching of PE involves making connections across other curriculum areas such as:

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. Big Books

can also be linked to a performance in dance e.g. Handa's Surprise. Poetry can also be an important stimulus for dance lessons.

Mathematics

PE contributes to the teaching of mathematics in many ways. For example by encouraging the use of number, counting and calculation in games, the use of shape and space in dance, sequencing and pattern in gymnastics, orienteering in outdoor adventurous activities and measuring and timing in competitive events.

Science

PE contributes to a variety of topics in science, such as in a topic about animals, children learn that all animals, including humans, move using skeletons and muscles and they experience these movements in PE lessons. They also learn about the importance of exercise and staying healthy.

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 in which 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 cooperate 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.

Music

Through PE, Children learn to explore actions in response to musical stimuli and use a variety of basic actions to create dance to music.

Equal Opportunities

Ensuring equality of opportunity does not mean that all learners are treated the same. At Siddal Primary School, in accordance with the Learner's Act 1989, children are considered as individuals with particular needs and potential. Each child is given encouragement and the opportunity to develop their full potential in PE, with appropriate support provided as necessary, whatever their gender, race, religious belief, cultural background or disability.

Recognising Pupils' Achievements

Pupils' achievements in PE are recognised and celebrated through:

- Display of learners' work in classrooms and public areas
- Showing work to the class, other classes, and to the whole school in assemblies
- Extra-curricular awards and achievements are also recognised and celebrated in assemblies.

Assessment, Recording and Reporting

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Teachers record the progress made by children using the PE assertive mentoring sheets. 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.

The PE subject leader keeps evidence of monitoring PE in their Coordinators file. This demonstrates the levels of achievement in each area of PE throughout the school. The PE subject leader keeps samples of children's work including photographic evidence.

Health and safety

A general teaching requirement for health and safety applies to PE. 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 teachers at Siddal set a good example by wearing appropriate clothing and footwear when teaching PE.

Uniform for PE

- A white tee shirt, black shorts and black pumps or trainers.
- Long hair should be tied back, this is a requirement for boys and girls.
- Jewellery is not allowed and any pierced earrings should be removed for P.E. lessons.

Winter outdoor:

- White tee shirt, jogging bottoms, a sweatshirt and black pumps or trainers.

The role of the PE Subject Leader

The PE Subject Leader is responsible for:

- Developing the PE Policy
- Modelling good practice in the teaching of PE
- Advising and supporting teachers and support staff in relation to PE, including contributing to in-service training
- Monitoring PE, in conjunction with the Head teacher, through discussion with staff, by checking the Medium Term Planning of individual teachers to ensure coverage and progression, and through analysis of learners' work
- Keeping up-to-date with developments in PE teaching and learning, and disseminating information to colleagues as appropriate
- Completing an annual review of PE for the School Development Plan
- Maintaining an organised PE Curriculum Leader file