

# PHYSICAL EDUCATION POLICY

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office



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## **St Philips Primary School Physical Education Policy 2018**

### **1 Aims and objectives**

At St Philip's we want to ensure that all pupils get the opportunity to engage in a variety of fun and broad range of physical activities. We want to ensure pupils learn about the positive impact that physical activity, coupled with a balanced and healthy lifestyle, can have on their wellbeing. We provide a broad and balanced PE curriculum ensuring that teaching and learning opportunities in PE are high quality, meeting the needs of all the pupils so they may achieve their potential. Using the national curriculum we provide students with a wide range of activities and opportunities. 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 it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.

The objectives of teaching PE in our school are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- 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 show children how 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. 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. Pupils also get the opportunity to evaluate performances with the use of technology, either through video or photo analysis. In all classes children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children.

## **3 PE curriculum planning**

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. Each teacher also has access to the LCP Scheme of which is located in the PE cupboard. We also use the "PE Passport" application on the PE iPad to plan and deliver our PE lessons. We also have our own specialist school sports co-ordinator. This provides the children with high quality PE lessons by a specialised coach.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term).

### **Swimming**

As part of the national curriculum we take our students for swimming lessons at Clarendon Swimming baths. As swimming is on

the national curriculum it is an expectation that all pupils take part as is the legal requirement. We do however understand that there may be times when cultural or religious belief make it hard for a pupil to participate on some occasions. Where possible we try to make allowances for this. These allowances include:

- Accommodate changes in the swimming attire that must be worn – whilst maintaining safe practice
- Ensure parents and carers are aware of the policies put into place regarding swimming provisions
- Ensure that changing facilities are appropriate and that any issue arising from this are dealt with appropriately.

The expectation of pupils from the national curriculum is that by the time pupils leave primary school they are able to swim 25m competently, confidently and proficiently. Pupils should also be able to perform safe self-rescue in different water based situations.

#### **4 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 classes are part of the EYFS, 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 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**

##### **Maths**

PE warm-ups often involve counting or shapes. When stretching, the children can be told to pair off or form groups, standing in a shape, such as circles, squares or triangles. Exercises that require children to count reinforces basic mathematic principles.

## **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.

## **Science**

PE has strong links with science and in particular biology. We look at the different parts of the human body and how they play a role in physical activity. We learn the names of muscles and bones which make up our bodies and have role in physical activity.

## **Technology**

We use PE where appropriate in PE. We often use take pictures or videos for performance analysis. This allows pupils to see how technology can be used to improve our performance in PE. We use specialist apps for our planning and assessment in PE which provides an opportunity to track their progress throughout the school year.

## **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. Pupils must learn to engage and work with others whilst maintaining high standards of behaviour. Learning to win and lose together when playing fairly within in the rules. Pupils have the opportunity to lead groups of their peers in team situations and must learn to communicate their ideas whilst listening to others.

## **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.

Playground Friends encourages this and develops it this further as the children mature in Year 5 and 6.

## **6 PE and inclusion**

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 and those with special gifts and talents, and we take all reasonable steps to achieve this.

Assessment against the Key Skills for excellence and enjoyment 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.

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 Gifted and Talented**

Where pupils are good enough to be considered the 'highest percentage of attainment' in class/G&T children, we actively encourage the children to represent the school, while helping to signpost them to wider opportunities in the community.

Achievements of children are celebrated and recognized in class/whole school assemblies/newsletters, including G&T children.

## **8 Assessment for learning**

The sports coach/ PE Lead assesses children's work in PE by making assessments as they observe them during lessons. Older pupils are

also encouraged to evaluate their own work and to suggest ways to improve. The sports coach records the progress made at the end of a unit of work, the sports coach will make a judgement against the Assessment criteria. These records also enable the Sports coach to make an annual assessment of progress for each child. The sports coach passes this information on to the class teacher at the end of each year to help with each child's annual report to parents. We use ICT and apps (PE Passport) on the iPad to record and monitor progress and to build up an overall assessment of pupil progress in PE. Where possible we try to provide pupils with picture evidence backed up with a variety of statements that provide evidence of their progress in PE.

## **9 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 with some located outside for lunch time use. 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 playground for games and athletics activities, and the local swimming pool for swimming lessons.

## **10 Health and safety**

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. Teachers are expected to set a good example by wearing appropriate clothing when teaching PE. We regularly check our equipment to ensure that it is fit for purpose. We use the "Safe Practice In Physical Education, School Sport and Physical Activity" published by the Association for Physical Education book – which can be found in the PE/Pastoral team office

## **11 Extra-curricular activities**

The school provides a range of PE-related activities for children for both during and before/after the end of the school day. 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 as appropriate. 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. The school also provides Morning move it classes and lunchtime activities on the Tinga for both key stage 1 and 2. Each class is provided with equipment to use at play times and a welfare staff member to help oversee their class and to organise games for pupils.

We compete regularly in inter school competition with our local cluster of schools and with other schools in Salford.

## **12 Monitoring and review**

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.

This policy will be reviewed at every two years.

**Signed: Tim Hayward (PE Coordinator)**

**Date: 2018**