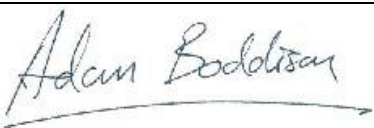


Meriden Church of England Primary School



Physical Education (PE) Policy

Approved by Governing Body	May 2019		
Signature of Chair		Date	May 2019
Review Cycle	Three years	Review Date	May 2022

1 Aims and objectives

- 1.1** Physical Education aims to develop the children's physical competence and knowledge of movement and safety. They are taught the skills to perform a wide range of activities with confidence and control as well as understand the importance of a healthy and active lifestyle. The skills taught 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 a positive attitude towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.
- 1.2** 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.
 - to provide children with a range of experiences in physical activity to develop children's social skills – honesty, determination, respect, passion, belief and teamwork. (The values set by Solihull School Sports Partnership).

2 Teaching and learning style

- 2.1** 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 or 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 with each other and to compete with others and against themselves. They have the opportunity to use a wide range of resources.

- 2.2** Like other subjects, children have different abilities. 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 differentiating activities using STEP:

Space – adapting the space of an activity to support and challenge pupils’ abilities (e.g. 40, 70m, 80m... sprint)

Task – changing the task set to meet and challenge pupils’ needs (e.g. different way of jumping high, long, triple, standing...)

Equipment – providing a range of equipment to challenge and support the pupil to achieve the objective. (e.g. for throwing – beanbags, large balls, small balls, heavy balls.)

People – individual or grouped tasks where the change in number of pupils supports or challenges them to achieve the objective. (e.g. more pupils on a team)

3 PE curriculum planning

- 3.1** 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. We use the planning scheme ‘primarypeplanning’ and as required, we teach multi-skills, dance, games and gymnastics at Key Stage 1 to improve their coordination and movement. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus swimming and water safety, and athletics. Outdoor and adventure activities are taught in Year 4, 5 and 6 as children attend residential trips where these skills are developed by trained and experienced coaches. Swimming and water safety continues throughout Key Stage 2, so our children have the opportunity to complete and achieve the full requirements of this activity. We also follow the ‘Real’ PE programme which provides schemes of work for Foundation Stage up to Key Stage 2. It is aligned to the new National Curriculum and Ofsted requirements. It focuses on the progression of balance and coordination, agility, cooperative learning and physical development.
- 3.2** 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.
- 3.3** We use the national scheme of work (primarypeplanning) as the basis for our medium term plans. This gives 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 reviews and updates the long term plans so the teaching correlates with the Solihull School Games Events organised by the South Solihull Partnership.
- 3.4** Class teachers follow a daily plan for each PE lesson using the Real PE scheme or primarypeplanning. This lists the specific learning objectives, expected outcomes, the challenges and gives details of how the lesson is to be taught. The class teacher keeps these individual plans and each teacher has an individual log in. The class teacher and subject leader often discuss them on an informal basis.
- 3.5** 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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4 The Foundation Stage

- 4.1** 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, Real PE and primarypeplanning relates to 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 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.

5 Contribution of PE to teaching in other curriculum areas

5.1 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. When attending a School Games event, pupils are encouraged to write a recount of the event and these reports are read aloud by the pupils in assemblies to celebrate their contribution to the School Games.

5.2 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.

5.3 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children and to prepares them with the skills required for their future. Working in groups allows children to communicate effectively giving advice, sharing ideas and evaluating their performances. Team work enables them to develop a respect for other children's levels of ability, and encourages them to support and co-operate with each other across a range of activities and experiences. Inter and intra-school competitions allow children to understand the importance of honesty and respect and furthermore develop a better understanding of themselves and others. 'Personal Best' competitions encourages children to persevere, show determination and resilience in their development. PE equips the child with these social skills to thrive to succeed in life.

6 PE and Computing

- 6.1** Our teachers use technology to enhance the teaching of PE, where appropriate, in all key stages. Use of videos and images support the child's understanding of the movement or action and music is played from the computer for dance and gymnastics to support the pupils to create a routine or sequence. Pupils use iPads to video their performances, moves and actions to self and peer assess so thorough feedback can be given to improve the quality of their own work.

7 PE and inclusion

- 7.1** 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, physical disabilities, special gifts and talents, and those learning English as an additional language. For further details see separate policies: Special Educational Needs; Disability Equality Scheme, Equalities policy; Gifted and Talented; English as an Additional Language (EAL).
- 7.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors –teaching style, differentiation (STEP) – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to

consider each child's attainment and progress against the age-related expectations. This helps ensure that our teaching is matched to the child's needs.

7.3 Intervention through School Support will lead to the creation of a Needs Based Plan (NBP) for children with special educational needs. The NBP may include, as appropriate, specific targets relating to PE.

7.4 All pupils attend a residential trip in year 4, 5 and 6 to take part in outdoor adventure activities which challenge all pupils physically and mentally. At these locations, the coaches are well trained to support but also challenge our SEN pupils or disabled pupils.

8 Assessment for learning

8.1 Teachers assess children's development in PE by making an initial assessment at the beginning of a topic and assessing them again at the end of a topic against the National Curriculum year group expectations. Formative assessments occur through each lesson as teachers support and challenge the pupils during their learning. Teachers record the progress made by children against the learning objectives for their lessons. Older pupils are encouraged to evaluate their own work and to take advice from peers and teachers to support their learning. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

8.2 The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of PE activity in each year of the school.

9 Resources

9.1 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.

10 Health and safety

10.1 It is the general teaching requirement for health and safety that applies to 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. We expect the teachers to set a good example by wearing appropriate clothing when teaching PE. No potentially dangerous jewellery is to be worn for any physical activity.

10.2 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (outdoor adventures, clubs or competitions) risk assessments are carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

11 Extra-curricular activities

11.1 The school provides a range of PE-related activities for children at the beginning or 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 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 cooperation amongst our children.

- 11.2** Children in Year 5 work in groups as 'Play Leaders' and use the 'Change4Life' equipment and scheme to plan and teach games to children in different years outside during lunchtimes. In addition to encouraging children to get involved and keep active, this also encourages the Play Leaders to work collaboratively, develop leadership skills and gain organisation skills. The Play Leaders work alongside sports coaches twice a week to continue to develop their confidence and leadership skills as Play Leaders.

12 Monitoring and review

- 12.1** 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. The subject leader gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and to undertake lesson observations of PE teaching across the school.
- 12.2** The PE leader has the opportunity to apply for the annual 'School Games Award' which enables the PE leader to monitor the pupils taking part in the School Games and encourage all children to participate in these competitions. The data collected for this award can be analysed by the PE Leader which then enables an action plan to be developed for the subject.