



P.E. Policy

Date: September 2018

The child grew and became strong in body, mind and spirit.'
(Luke 2. v40)

Policy
Mission
Statement

'GROWTH...the journey is never ending...'

At St. Peter's our vision starts with growth.

'The child grew and became strong in body, mind and spirit.'

(Luke 2. v40)

Growth of body; we aim to develop healthy, active, unique children who are confident in the body God has given them. Our uniqueness and individuality bring us together as one community with a common understanding.

Growth of mind; we aim to foster, nurture and develop the knowledge, curiosity and understanding of all.

Growth of spirit; we aim to nurture all members of our school spiritually by developing a core Christian, moral purpose rooted in scripture.

Introduction

Physical Education is a core subject within the National Curriculum 2014. This policy is a statement of the aims, principles and strategies for the teaching and learning of P.E at St. Peter's C.E. Primary School.

It was developed through a process of consultation with the co-ordinator and staff and is reviewed on an annual basis.

It is the role of the Headteacher, The Head of Teaching and Learning, and the P.E Co-ordinator to ensure that the policy is successfully implemented.

P.E and Christianity

As part of our P.E curriculum, we provide a range of opportunities for children to express their spirituality and beliefs through areas such as dance and gymnastics.

Children are actively encouraged to display Christian values such as and through sportsmanship, teamwork. God created humans to be distinctive yet unified. Sport brings us together, not only bodily, but mind and spirit as well. We endeavour to ensure that our pupil's sporting participation include the virtues of love, hope, faith, trust, patience, kindness, humility and self-control.

Sport can remind us that God is the source of all strength, grace, and beauty of movement. In competition, players test their skills and strategies in an environment of uncertainty and drama.

Competition provides opportunities for personal growth, friendship and enjoyment, and can lead to maximum athletic performance.

Physical Education Policy 1

Aims 1.1

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 promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

1.2

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 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

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/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.

2.2 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 50m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the javelin
- 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.

3. PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses a wide variety of resources as the basis for its curriculum planning in PE.

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. The PE Curriculum Overview highlights this.

3.3 Our medium-term plans, which we have adopted from the national 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.

3.4 Class teachers complete a short-term plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and 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 planned progression built 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, 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. EYFS children will also receive a dedicated P.E slot each week. Staff will deliver basic skills lesson during this slot allowing the children to become confident in performing different skills such as catching and throwing, balance, turn taking and travelling.

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.

5.2 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. Older children compare each other's performance from recordings and use these to improve the quality of their work.

5.3 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.

5.4 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.

6. Teaching PE to children with special educational needs

6.1 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.

7. Assessment and recording

7.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. They assess the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit.

7.2 The PE subject leader keeps 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.

8. Resources

8.1 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 playground and the playing field for games and athletics activities and the local swimming pool for swimming lessons.

9. Health and safety

9.1 The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. A risk assessment must be completed by the subject leader. We expect them to change for PE into the agreed clothing for each activity area. The policy is that no jewellery is to be worn for any physical activity.

10. Monitoring and review

10.1 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 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 head teacher an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.

11. Extra-curricular activities

11.1 The school provides a range of PE-related activities including cross country, football, gymnastics and dance for children at 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 at the beginning of each term. The school also plays regular fixtures against other local schools and participates in competitions. 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.