



PHYSICAL EDUCATION (PE) POLICY

1 Aims and Objectives

1.1

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations.

A balance of individual, team, co-operative and competitive activities aim to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities.

Physical education is considered as a vehicle to facilitate access to cross- curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

1.2 The aims of the school are:

- to provide a broad and balanced P.E. curriculum;
- 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 enable children to develop an ability to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules;
- to promote positive attitudes towards health, hygiene and fitness;
- to foster an enjoyment, and positive attitude to, the subject in school.
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success;
- to teach children how physical exercise affects their body and how they can help with this process;
- to cater for Gifted and Talented children, extending them in areas where they excel.

2 Teaching and learning styles

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 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 event, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenges 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 the national scheme of work as the basis for its curriculum planning in PE. We are introducing Suffolk S of W soon. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach dance, games, gymnastics, swimming and water safety, and athletics. Outdoor and adventurous activities are also experiences on the year four and six residential trips.

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. Our medium-term plans 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. Short-term lesson plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught.

3.3

We plan the PE activities so 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 the 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.

5.2

Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. Children record their results onto databases for athletic events. They have the opportunity to use video recorders to film their work in order to evaluate it. Other items of technology that are used are CD players, digital cameras and projectors - these are used where necessary.

5.3

Personal, social and health education and citizenship (PSHCE)

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 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. P.E. encourages teamwork, working together to achieve goals in all aspects of the curriculum.

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.

6.2

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.

6.3

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

7 Assessment and recording

7.1

Teachers assess children's work in PE by making assessments as they observe them during lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. This information also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

7.2

The PE subject leader keeps photographic and video evidence of children's work in a portfolio.

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. 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 have access to an

indoor hall, an outdoor adventurous activity area, hard court areas, a playing field and a 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. We expect them 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. No jewellery is to be worn for any physical activity.

10 Extra- curricular activities

10.1

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also takes part in a number of regular fixtures against other 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.

P. Smith

Reviewed: Spring 2009

Governor Signature: **Date**

Next Review Due: