

# EVERSLEY PRIMARY SCHOOL



## SCHOOL POLICY

***Physical Education***

26<sup>th</sup> September 2017

Implemented: .....

Autumn 2020

Date for review: .....

# Eversley Primary School's Physical Education Policy

*Updated September 2017*

## **1. Statement**

Physical Education aims to develop the children's knowledge, skills and understanding in a range of physical activities and is an essential part of the primary curriculum. Children should develop in both competence and confidence when performing in these activities. These include dance, games, gymnastics, swimming, athletics and outdoor adventure activities and may also include leadership. These activities offer pupils opportunities to create, perform, compete, and evaluate in safe, but challenging situations. Physical education in the school also promotes the understanding of the children's bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. The aim of Physical Education in the school is to encourage positive behaviour and to give the children more choices about which activities they would like to undertake outside the school environment. At School we believe that children should be taught the values of sport and exercise. We teach activities with both enthusiasm and for enjoyment.

## **2. Aims & Objectives**

Our aim is to provide quality PE and school sport through which pupils may discover new skills and activities, and identify their strengths and preferences to encourage an active and healthy lifestyle. Where appropriate, PE should progress to local competitions, to instil pupils with a sense of purpose and achievement.

### **The objectives 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 choose 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 an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To provide the National Curriculum statutory requirements of PE
- To instil the values of participation, cooperation, purpose and enjoyment of competitive sport.

## **3. PE Curriculum Planning**

Teaching to National Curriculum objectives, we currently follow the Val Sabin scheme of work. This ensures continuity and progression within each year group and across the key stages. We work closely with our Primary Link School to develop these schemes where appropriate and teach towards local competitions.

Each class is allocated an indoor and an outdoor session with each lesson lasting 60 minutes. We welcome coaches from our Primary Link Partnership and the local council run leisure centre to support the curriculum whenever these opportunities are available and to assist with the delivery of after school clubs, providing exit routes for our pupils to take part within the community. E.g. Eversley Leisure Centre, Chelsea FC, James Hornsby High School etc.

PE is a foundation subject in the National Curriculum. Through Val Sabin, we use the scheme of work as the basis of curriculum planning in PE. We have adapted the scheme to the local circumstances of the school. Dance, games, gymnastics, outdoor adventurous activities and athletics are taught in Key Stage one. In Key Stage two we teach dance, games, gymnastics, swimming and water safety, athletics and outdoor and adventurous activities.

The curriculum planning in PE is carried out in four phases (curriculum map, long term, medium term and short term plan). The curriculum map, maps out the PE framework of what should be taught in each term, from Reception to year 6. This is the basis of the long term plan for PE. Our medium term plans, which we have adopted from Val Sabin, give details of each unit of work for each term. These plans along with the curriculum map define what we teach and ensure an appropriate balance and distribution of work across each term. The Headteacher and the subject leader keep and review these plans. Class teachers mostly work from the Val Sabin resources for each lesson plan. These list the specific learning objectives for each lesson and show where progression occurs. We plan 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. Teaching and learning style**

We use a variety of teaching and learning styles in our PE sessions. Our primary aim is to develop the children's knowledge, skills and understanding. This is done 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 sessions 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.

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 with 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.
- Setting tasks of increasing difficulty, where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenge through the provision of different resources.

Teachers are also, provided with a list of pupils who are higher ability / gifted and talented in PE. These lists also suggest differentiation.

#### **5. Early Years Foundation Stage**

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 set of objectives set out in the Early Learning Goals, which underpin the curriculum planning for children ages 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 inside and outdoors, using a wide range of resources to support specific skills.

## **Contribution of PE to teaching in other curriculum areas**

### **Basic Skills**

We understand at Eversley Primary School that the core skills in English and Maths are necessary skills to achieve success in school and for the future world of work for all our pupils.

Through the teaching of **all subjects**, high standards of written and spoken English are modelled and enforced. Regular opportunities for children to use and apply key reading, writing and mathematical skills are planned into **all curriculum subjects** to enable children to practise and develop these concepts further and understand the importance of these skills in real-life contexts.

#### 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. Equally PE has a vocabulary that is both relevant and important to the various activities and is combined as part of Physical Education.

#### Computing

We use IT to support PE teaching when appropriate. In dance and gymnastics children use camera to record their performance and provide them with the opportunity to evaluate and improve their performance.

#### Personal, social and health education

PE contributes to the development of pupil's personal, social and health education. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. 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. Their work in general enables 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 each other.

#### Science

Pupils are continually taught the importance of exercise for a healthy lifestyle.

## **7. Equal Opportunities and Inclusion**

We teach PE to all children, whatever their ability or needs. PE forms an important part of the school curriculum, it helps the school 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 level descriptors allows us to consider each child's attainment and progress. We enable children to have access to a wide 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 involved.

As a school, we believe that equality should permeate all aspects of school life, including learning, and is the responsibility of every member of the school community.

We aim to provide all our pupils, regardless of gender, race, beliefs or disability, with the opportunity to succeed. This is achieved by ensuring that:

- curriculum planning in **all subjects** reflects a commitment to equality;
- **each subject's** curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- there will be opportunities in **all subjects** to explore concepts and issues relating to identity and equality;
- attitudes and values that celebrate and respect diversity are promoted and that discriminatory behaviour and language wherever it occurs is challenged;
- images and subject materials used in lessons positively reflect a range of cultures identities and lifestyles

## **8. Assessment and Recording**

The PE co-ordinator monitors the teaching and learning throughout the school through lesson observation and the monitoring of medium and short term planning. An audit of the staff needs is also carried out annually by the PE co-ordinator so that support can be tailored to the needs of the school.

Teachers make assessments of children's progress in PE by making observations during lessons. They note the progress made by children against the learning objectives of their lessons. At the end of a unit of work, teachers make a judgment about levels of attainment. They record this information and use it to plan the future work. These records also enable the teacher to make an annual report to parents. The teacher passes this information on to the next teacher at the end of each year through the use of target tracker.

## **9. Equipment & Resources and the Learning Environment**

The PE subject leader is responsible for the PE and extra curriculum equipment. In addition to our hall and playground, we also use the local swimming pool, leisure centre and playing fields. Stock request forms are provided in the staff room, should any member of staff like to order some new equipment and/or resources.

There is a wide range of resources to support the teaching of PE across the school. We keep most of our equipment either in the PE garage or in the PE storage area in the hall. This is only accessible to children under supervision. Each area includes a contents list so staff can quickly see what is available. The hall also 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 doing so, the children learn to handle equipment safely. The children use the school field for games and athletics activities, the hall for dance, gymnastics and some games, and the local swimming pool for swimming lessons.

At Eversley Primary School we endeavour to ensure that all our children receive a broad and balanced curriculum that will equip children for the future. As part of this philosophy we ensure that children have regular opportunities to learn beyond the four walls of the classroom and enrich their learning through learning outdoors in the grounds of the school and in within the local community. Planning in all subjects makes use of outdoor learning activities to compliment classroom-based lessons and improve the learning experiences of our pupils.

## **10. Health & Safety**

The general teaching requirements for health and safety applies especially to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect the children to get changed into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate footwear and clothing when teaching PE. This is stated in the county code of practice Number eleven.

The policy of Essex LA is that no jewellery to be worn for any physical activity. The school follows this policy. This includes earrings, which must be removed by their parent or independently, no taping is allowed. If your child is having their ears pierced, please consider getting this done at the start of the summer holidays, to allow sufficient healing time.

### Kit

Pupils should be appropriately prepared for PE and extra curricular clubs for their own and others' safety. This includes:

Having long hair tied back.

All jewellery, including earrings removed.

Appropriate footwear and clothing worn.

Spectacles / glasses should only be worn if a pupil wears them at all other times.

Staff should also be appropriately prepared as they are acting as role models for the pupils.

### Emergencies

PE lesson – Two pupils sent to office for assistance where necessary.

Swimming – the supervising teachers **must** familiarise themselves with the emergency procedures at the swimming pool.

Extra-curricular club – Two pupils sent to office for assistance.

**For more details, staff should refer to the Essex Health and Safety Code of Practice Number 11.**

## **11. Monitoring and review**

The monitoring of the standards of the children's work and the quality of teaching in PE is the responsibility of the PE subject leader. The work for 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 Headteacher an annual summary report in which they evaluate the strengths and weaknesses in the subject and suggest ideas for improvement. The PE subject leader has specially allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school and give lesson demonstrations when required.

## **12. Extra-Curricular Opportunity**

We provide a range of voluntary PE related activities that are available to children both before and after school and during lunchtime. These encourage children to further develop their skills in a range of activity areas. The school sends details of the current club activities to the parents at the beginning of each term. The school also plays regular fixtures against other local schools and takes part in sports festivals. 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.

The school also has a range of links with outside agencies and other schools. We compete in a wide range of competitions and have developed an inclusive approach to competitions. Through internal school competitions (such as the Eversley District Qualifiers, Cross Country and Dodge Ball Days) every child takes part, with the winners progressing to represent our school at a local or county competition.