

PHYSICAL EDUCATION POLICY

VISION

To provide a rich and varied learning community where all children reach their potential.

Intent:

We aim to develop the children's knowledge, skills and understanding, so that they can perform and compete with increasing competence and confidence in a range of physical activities, which include: dance, games, gymnastics, athletics, swimming and water safety outdoor adventure activities.

We encourage pupils to think, select, and apply skills, and develop positive attitudes towards a healthy lifestyle – enabling them to make informed choices about physical activity throughout their lives.

Implementation:

1. We are a member of the Sporting Influence Ripon competition cluster. This allows us to provide festivals and tournaments at both inter and intra school levels for the children to participate in.
 2. Through the School Sports Partnership, we provide our children with leadership opportunities.
 3. We provide each year group with at least 2 hours of high quality PE every week.
 4. We have PE specialist coaches working with us weekly.
 5. We hold our own sporting festivals and tournaments so that children can participate in a meaningful way in a safe environment, so they are confident to go to bigger events to compete.
 6. We offer after school clubs which are run by school staff or external coaches.
- PE Policy, if you would like this policy in braille or in a different language please contact the school office.

7. Staff are given regular CPD opportunities so that they can develop knowledge and understanding of a variety of physical activities.
8. Children take part in Forest School to learn a variety of new skills.
9. Teachers use brain breaks during school time that involve vigorous aerobic activity such as the mile a day or GoNoodle.
10. We provide a residential trip for children to allow them to experience and participate in outdoor adventure activities.
11. We make regular cross curricular links to healthy eating and healthy lifestyles through PSHE, Science and cooking.

Impact:

Our PE curriculum is well thought out and planned to demonstrate progression. Each year, the children build on the skills and knowledge that they developed the year before.

The impact of our PE curriculum can be seen through:

1. The progress the children make as they move through the school.
2. All children, unless there is a reason why they cannot, achieve the skills and knowledge needed in each group in all areas of physical education.
3. The ability of the children to plan, lead and evaluate sporting events for the other children.
4. Our children's participation and results in the Sporting Influence Sports Partnership competition.
5. Our participation and award of the School Games Mark each year.
6. Children can explain and make educated and responsible decisions about their exercise and diet.

PE AND SPORT PREMIUM FUNDING

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We receive PE and sport premium funding based on the number of pupils in years 1 to 6. As we are schools with 17 or more eligible pupils we receive £8,000 and an additional payment of £5 per pupil, per year. We allocate the funding in a way that ensures that we improve the quality of the PE and sport activities that we offer our pupils. These are some of the Ofsted criteria that we are meeting by the way we spend our sports funding:

-Employing specialist PE teachers or qualified coaches to work alongside teachers in lessons to increase their subject knowledge and confidence in PE.

-Procuring quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport.

-Buying into existing local sports networks such as school sport partnerships or community sports coaching initiatives.

-Purchasing specialist equipment and teaching resources to develop a non-traditional activity or a new sport & improving the breadth of PE provision.

-Introducing new initiatives such as basic movement skills in the Early Years Foundation Stage, or developing young sports leaders in Key Stage 2.

- Paying the most effective teachers an enhanced allowance to lead improvements in PE and school sport and provide staff training on how to teach PE well.

The full details of how we spend our PE & sports premium funding on our school's website.

AIMS IN PHYSICAL EDUCATION

We aim to provide a rich and varied physical education curriculum which can be accessed by all children. The School offers a wide range of activities across KS1 and KS2. These areas are: athletic activities, games, dance, swimming, gymnastics activities and outdoor and adventurous activities. In addition to these school based activities, we provide a range of out of school clubs as well as competition with other schools through a variety of tournaments.

We want our children to be able to:

1. Participate in a variety of physical activity.
2. Willingly take part in a range of competitive, creative and challenge-type activities.

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3. Have confidence to show what they can do.
4. Show determination to achieve the best possible results.
5. Maintain activity and energy levels.
6. Show good body control and movement.
7. Be physically strong and flexible to take part in activities in lessons.
8. Work without the teacher always having to tell us what to do.
9. Understand the rules of the games we play.
10. Get changed and ready for PE lessons.
11. Take part in PE lessons and school sport with enthusiasm.
12. Understand how PE and sport are an important part of a healthy and active lifestyle.

STATUTORY REQUIREMENTS

In the Foundation Stage

In **foundation stage** the prime areas of learning are:

1. communication and language
2. physical development
3. personal, social and emotional development

The specific areas of learning are:

1. literacy
2. mathematics
3. understanding the world
4. expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

At Key Stage One (Years 1 and 2)

Pupils should be taught to:

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1. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
2. Participate in team games, developing simple tactics for attacking and defending.
3. Perform dances using simple movement patterns.

At Key Stage Two (Years 3-6)

Pupils should be taught to:

1. Use running, jumping, throwing and catching in isolation and in combination.
2. Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.
3. Develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics).
4. Perform dances using a range of movement patterns.
5. Take part in outdoor and adventurous activity challenges both individually and within a team.
6. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

1. Swim competently, confidently and proficiently over a distance of at least 25 metres.
2. Use a range of strokes effectively
3. Perform safe self-rescue in different water-based situations.

Guidelines

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1. ***Children should be treated as individuals with their own abilities, difficulties and attitudes.***
2. Teachers are ultimately responsible for those in their care. However, it should be their aim to make children increasingly aware of safety and of the needs to minimise risks so that they can become responsible for their own safety and that of others.
3. No jewellery should be worn. Earrings should be removed, if this isn't possible then studs should be worn and they should be covered by plasters.
4. Suitable clothing should be worn according to the activity which will not hinder the child's movement. For indoor activities shorts and t-shirt should be worn. Bare feet or pumps are preferential for gymnastics and dance. For outdoor activities suitable footwear (trainers) should be worn and warmer clothing (tracksuit), if needed. NB: footballers should wear shin pads when any player is wearing studs.
5. The correct handling of apparatus should be instilled from the reception class. The number of pupils needed to handle the apparatus will decrease as the children get older. Benches should be carried with thumbs on top, fingers underneath.
6. All apparatus especially wall bars should be checked by the teacher to make sure it has been assembled correctly and safely, before the children use it.
7. Large apparatus should be assembled first, small apparatus last and the reverse when putting the apparatus away.

POLICY INTO PRACTICE

Physical Education is given an allocation of at least 2 hours per week of curriculum time in every class. Whole class teaching focuses on teacher and peer modelling, as well as demonstrating strategies for learning and acquiring skills which is an important and integral part of the teaching process. Scaffolded activities enable pupils to experience success in their learning and give them the confidence to develop and progress independently.

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Collaborative learning is encouraged through work in pairs, small and large groups.

Independent exploration and development is encouraged through differentiated tasks. We use the Get set for PE scheme to support our PE teaching.

PROGRESSION

Progression in Physical Education occurs through the development of skills in an increasingly complex range of activities within the areas of games, athletics, gymnastics, and dance. It is important to facilitate the personal growth of each pupil through a developing experience of the range of aspects involved in the Physical Education curriculum.

PLANNING

1. We plan for progression and continuity of skills in Physical Education.
2. Medium Term Plans are made to include Dance, Gymnastics, Athletics and Games each year.
3. Swimming is covered as a block of lessons.
4. Outdoor adventurous activity is covered as a block.
1. Copies of plans are kept in school as a record of the coverage in Physical Education in all classes.

ASSESSMENT AND TARGET SETTING

Work is assessed in line with the Assessment Policy. Assessment will be ongoing and progress or problems will be noted. Assessment for learning, leading to personalised learning, is embedded in the teaching and learning of Physical Education.

Planning involves learners taking into account previous knowledge, skills and understanding. Learning is facilitated in a variety of ways that takes into account learning preferences.

Learning intentions, separated from the context for learning are shared in each lesson. Product success criteria is given or generated within lessons as an aide

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memoir for learners as a tool to facilitate pupil/peer and teacher evaluation and feedback.

Teachers use higher order question skills (such as Bloom's Taxonomy) to enhance thinking skills and encourage reflection of their work.

Children have regular opportunity to reflect on their learning during and at the end of lessons both to celebrate achievement and consider their next steps and targets for improvement.

INCLUSION

We aim to provide a culture that reflects our distinctive Christian ethos; a culture that ensures an ethos and environment which is a safe, welcoming place. Christian values are practised that centre on the uniqueness of individuals, their worth, potential and the need for inclusion in an accepting cohesive Christian community.

We aim to provide for all children so that they achieve as highly as they can in Physical Education according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Talented children will be identified and suitable learning challenges provided.

Please see the school policies on Inclusion.

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EQUAL OPPORTUNITIES

All children are provided with equal access to the Physical Education curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Equal opportunities in Physical Education are addressed as follows:

1. Pupils with special needs have equal access to the Physical Education curriculum through the use of differentiated resources and adult support. These are based on individual needs.
1. Specific teaching strategies are used to maximise access to the curriculum for pupils learning EAL.
1. Gender equality is promoted by ensuring that all pupils have access to all aspects of the Physical Education curriculum.

ROLE OF SUBJECT LEADER

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The Subject Leaders for Physical Education have a leading role in the development of school policy and approach in Physical Education and aims to gain the requisite expertise through INSET and research.

The Subject Leader should be responsible for improving the standards of teaching and learning in Physical Education through:

Monitoring and evaluating Physical Education :-

1. pupil progress.
2. provision of Physical Education.
3. the deployment and provision of support staff.

Taking the lead in policy development.

Auditing and supporting colleagues in their CPD.

Purchasing and organising resources.

Keeping up to date with recent Physical Education developments.

Ensuring that the sports funding is allocated so that it has an impact on the PE the children receive.

STAFF DEVELOPMENT AND TRAINING

Staff development and training is provided in the following ways:

1. Needs audit and planning for professional development.
2. Sporting influence training fed back to staff.
1. School based INSET led by Subject Leader or outside agencies.
1. Liaison with inspectorate and advisory service.

PARENTAL INVOLVEMENT

Parents are invited to attend sporting fixtures and sports day at the end of the school year. Any parents with an interest in any aspect of Physical Education are welcomed to be part of a lunchtime or after school club.

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CONCLUSION

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

Equal Opportunities Policy

Health and Safety Policy

Grewelthorpe & Fountains CE Primary Schools Federation

Policy:	PE Policy
Signed Chair of Governors:	R Bain
Governors Meeting Ratified:	Spring 24
Review Date:	Spring 25
Review schedule	Annually

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