



## PHYSICAL EDUCATION POLICY

### Our Vision:

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

### Our Values:

To promote a healthy lifestyle and develop the children's knowledge, skills and understanding enabling children to perform with increasing competence and confidence in a range of physical activities. To ensure that children make informed choices about important aspects of their lives through our school values of:

- Respect – by recognising that everyone has a different skill level in PE and respecting the abilities and achievements of all. Understanding the importance of fair play.
- Compassion – by considering the needs of the individual child. To boost self confidence and self esteem making sure children feel good about their achievements.
- Creation – by providing children with the opportunities to create their own games and physical activities. Activities should be fun opportunities for children to be creative in their response to learning tasks. Understanding that we are all unique and all like to learn differently.
- Perseverance – to acknowledge the importance of practice to become competent at a physical skill. Using praise and recognition where children have not given up, and when children have improved their skills.
- Service – by building trusting relationships with children as we serve to help them to improve their abilities and skill levels.

### **Aims**

The aims of PE are to ensure that all pupils :-

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time

- engage in competitive sports and activities
- lead healthy, active lives

## Teaching and learning style

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.

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 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 challenge through the provision of different resources, e.g. different gymnastics equipment
- PE curriculum planning

At Key Stage 1, there is a focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Children begin to apply these skills in a range of activities such as dance, games and gymnastics.

At Key Stage 2, children use running, jumping, throwing and catching in isolation and in combination. They play competitive games, modified where appropriate, and they apply basic principles suitable for attacking and defending. They develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. They perform dances using a range of movement patterns and take part in outdoor and adventurous activity challenges both individually and within a team. As a school, we have decided that outdoor and adventure activities will be taught whilst the children are on their residential trips in Year 4 and Year 6.

Swimming and water safety is covered from Year 2. During swimming lessons, pupils are taught to swim competently, confidently and proficiently over a distance of at least 25 metres. They are taught to use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Children are also taught to perform safe self-rescue in different water-based situations.

In all PE activities, children compare their performances with previous ones and demonstrate improvement towards achieving/advancing their personal best.

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 whilst our medium-term plans, give details 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 these plans in line with schools during subject monitoring.

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 lesson plans, so that the children are increasingly challenged as they move up through the school.

## **The 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 Early Years Foundation Stage, we relate the physical development of the children to the objectives set out in the Early Learning Goals. 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.

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

### **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. Children learn listening skills and the language of encouragement and co-operation

### **Science**

Links are made between science and PE when looking at the areas of the science curriculum that look at human physiology. It is an opportunity to look at the effects of exercise on the body, measure heart rate and explore how we use our muscles to move our bodies.

### **Computing, 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.

### **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.

### **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, develop a better understanding of themselves and of each other and promote team play.

### **Every Child Matters**

PE contributes to the Every Child Matters agenda by encouraging the children to participate in physical activity that promotes them to Be Healthy. Children are also asked to consider their safety and the safety of others during PE lessons and therefore Be Safe.

### **Teaching PE to children with special needs**

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account individual pupils.

### **Assessment and recording**

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons on iPEP, our electronic planning, assessment and evidence tool.

The PE subject leader will monitor teacher assessment of children's progress across the school. They will ensure children across the school are receiving the opportunities to achieve at least the expected level of attainment in each area of activity in PE.

### **Resources**

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 Willaston Recreation Ground and school grounds for games and athletics activities and Neston's swimming pool for swimming lessons. Children have access to a wide range of PE resources to support active play at playtime and lunchtime.

### **Health and safety**

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 children 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 jewellery is to be worn for any physical activity.

See appendix 1 for guidelines for appropriate clothing for both children and adults.

### **Monitoring and review**

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 through weekly CPD, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. An annual summary report is produced in which the strengths and weaknesses in the subject and indicates areas for further improvement are identified. The impact of the Sports Premium Funding is assessed on an annual basis to ensure consistency in teaching and learning. 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. Please see the rolling programme for subject monitoring.

### School Teams Selection Process

School teams at Willaston C of E Primary School are selected on the following basis :-

1. In class performances in PE lessons
  - how hard children try
  - fair play
  - skill level
  - boost self-confidence and self esteem
  - who wants to play
2. Voluntary participation in sport – lunch times
3. Event by Event

All children have a regular opportunity to represent school in competitions through :-

- Half termly house competitions in a range of different sports
- Competitions in a range of sports through the Neston Cluster.

### Extra-curricular activities

The school provides a range of PE-related activities for children at lunch times and 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. 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.

Approved by Governors, May 2023



Signed by Chair of Governors|

## Appendix 1

School PE Kit	
Boys	<ul style="list-style-type: none"><li>• White round neck T shirt with the school logo</li><li>• Trainers</li><li>• Pumps or bare feet for indoor work</li><li>• White sports socks</li><li>• Blue shorts</li><li>• Plain navy blue tracksuit in cold weather</li><li>• Swimming trunks (not shorts) for years 3-6</li></ul>
Girls	<ul style="list-style-type: none"><li>• White round neck T shirt with the school logo</li><li>• Pumps or bare feet for indoor work</li><li>• Trainers</li><li>• White sports socks</li><li>• Blue shorts</li><li>• Plain navy blue tracksuit in cold weather</li><li>• One piece swimming costume (not bikini) for years 3-6</li></ul>

### Appropriate Clothing for Staff

For PE, when delivering extra-curricular activities and when attending competition and events, staff should wear;

Dark tracksuit bottoms or leggings  
Navy blue T-shirt with school logo  
Navy blue hoodie with school logo.  
Trainers