

Pray, Learn, Achieve and Celebrate Together



Physical Education Policy

Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul.

John 1:2

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Physical Education Policy

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. Physical education provides opportunities for pupils to be competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

Pupils learn how to think in different ways to suit a wide variety of competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

As they progress all pupils will develop:

- Awareness of health and hygiene, through the importance of caring for their bodies, through understanding the effects of health related exercise, by wearing appropriate clothes, by playing safely.
- Thinking skills, through helping pupils to consider information and concepts that suit the different activities and critically evaluate aspects of performance, and to generate and express their own ideas and opinions about tactics, strategy and composition.
- Communication skills, through turn taking, teamwork, modelling, actions to peers, appreciating the work of others, observing and describing, building confidence.
- Key physical skills, through carefully planned Physical Development activities, through outdoor provision, through a progressive Games, Gym and Dance curriculum.

Early Years Foundation Stage

Physical Development (PD) is one of the three prime areas of learning in the EYFS framework. In the EYFS, Physical Development covers two interrelated aspects:

- Fine motor skills.
- Gross motor skills

Practitioners equip the indoor and outdoor environment to give children opportunities to practise large muscle movements as a precursor to developing fine motor control.

Children are encouraged to build obstacle courses that involve crawling, balancing, swinging, climbing, and jumping and to challenge themselves to develop their individual skills.

Teaching of oral hygiene practice is carried out within Early Years. Children will know the importance for good health and physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They will manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Key Stage One

Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught to:

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

By the end of Key Stage One:

Children will be able to explore simple skills. They copy, remember, repeat and explore simple actions with control and co-ordination. They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to exercise safely, and describe how their bodies feel during different activities.

Some children will also be able to:

- Perform actions and skills with consistent control and quality.
- Evaluate peer performance and highlight strengths and areas of development.
- Plan, use and adapt strategies for individual and group activities.
- Create and perform sequences of skills and actions
- Give reasons why warming up before an activity is important.

Key Stage Two

Pupils will continue to apply and develop a broader range of fundamental skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, e.g. badminton, basketball, cricket, football, netball, and tennis, and apply basic principles suitable for attacking and defending.

- Develop flexibility, strength, technique, control and balance, e.g. through athletics and Real Gym.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their fitness and health.

By the end of Key Stage Two:

Children will be able to link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency, and that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health. Some children will also be able to:

- Select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.
- Draw on what they know about strategy, tactics and composition when performing.
- Analyse and comment on skills and techniques and how these are applied in their own and others' work.
- Modify and refine skills and techniques to improve their performance.
- Explain how the body reacts during different types of exercise, and lead warm up and cool down routines in ways that suit the activity.
- Explain why regular, safe exercise is good for their fitness and health.

Assessment

Assessment of PE is an ongoing process. As each lesson progresses, the coaches carefully observe and assess, intervening as necessary, to ensure that each child makes the full progress of which they are capable.

Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE is completed half termly through our Premier sports assessment system in liaison with the teacher, coach and support staff.

Primary Sports Funding

The School work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher. The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their children. Schools receive PE

and Sport Premium funding based on the number of children in Years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on our schools websites annually.

Inclusion/SEN

At the School we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL than not being inclusive.

Events

The subject leader for PE co-ordinates events across the school and invites pupils to attend competitive events within the local community and area. The PE subject leader will liaise with staff to ensure that a range of children are selected for events, and that we provide opportunities for all children including PPG, SEND children or Gifted and Talented children where appropriate.

Role of the Subject Leader

- Seek further training and support from specialist teachers and coaches.
- Over the course of an academic year, ensure all teachers can observe/team teach with specialist coaches, in order to make their contribution sustainable. Curriculum
- Ensure the PE curriculum resources available to coaches are of a good standard and a quantity.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.
- Register the school for various cluster sporting events
- To report on school swimming attainment annually and record this online.
- Complete Risk Assessments for sporting events.
- Organise Sports Day(s) annually.
- Report to the Curriculum leader, Head Teacher and Governors on PE. Budgeting

Parents

We ask that parents provide their children with the school P.E. kit and appropriate footwear and that it is sent into school at the beginning of each half term.

Parents are encouraged to attend Sports day to celebrate and promote physical activity, as well as support groups to travel to sporting events as support.

PE Kit

Children are encouraged to wear appropriate PE clothing. Blue shorts/blue jogging bottoms, red t-shirts and sensible footwear for outdoor activities are recommended. Children are bare-footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency. Jewellery and Hair Children must not wear any kind of jewellery in PE lessons, including watches. Children with medium/long hair are reminded to tie it up securely.