

'...those who hope in the LORD will renew their strength.

They will soar on wings like eagles; they will run and not grow weary,

they will walk and not be faint.' Isaiah 40:31



connect | nurture | aspire | learn | excel | hope

Reculver Church of England Primary School



Physical Education Policy

Date adopted by Local Governing Body:

Date of next Review: September 2019



We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. This is a whole school issue. Physical Education has a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each topic area of the curriculum

Rationale

Physical education provides a unique learning opportunity. It develops pupils' physical competence and self-esteem through physical activity. It promotes pupils' understanding of their physical development and biomechanics. Physical education provides the opportunity for pupils to learn the skills to use their bodies efficiently and promotes the importance of active, fit and healthy lifestyles. Pupils learn to think creatively and to work both individually and collectively to make decisions and solve problems. Through active participation in physical education, pupils will learn to communicate, collaborate and compete. Physical education experienced in a safe and supportive environment, using a variety of teaching and learning styles, makes an important contribution to pupils' physical and emotional wellbeing. We aim to make all pupils physically literate.

Aims

Reculver C of E Primary School aims to teach pupils to become physically educated by giving them opportunities to:

- Develop, recognise and ensure safe practice.
- Develop positive attitudes.
- Explore, acquire and develop physical and cognitive skills.
- Select and apply their skills, tactics and compositional ideas in a variety of physical contexts.
- Analyse and evaluate their own and others performance to lead to improvement both in physical and cognitive abilities.
- Develop their understanding of the importance of physical activity and a fit and healthy lifestyle.
- Develop problem solving skills and interpersonal skills, which will have much wider application.
- Allow pupils to experience competition.
- Allow pupils to pursue excellence.

Learning Outcomes

The outcomes are derived from the aims and will guide the planning process, they will also form the basis for assessment of the pupils and evaluation of the policy. Pupils will have access to a broad and balanced PE curriculum through which they will have the opportunity to develop their knowledge, skills and understanding.

Develop, recognise and ensure safe practice:

- Understand the importance of wearing the appropriate clothing for the activity.
- Pupils are aware of others and their space and how they can move and work both personally and in relation to their environment and others.
- Are able to articulate key features of safe practice.
- Know the importance of basic hygiene practices with regard to their health and safety in physical education and sport.
- Pupils have an understanding of what safe practise looks like.

Develop positive attitudes:

- Pupils understand the importance of fair play and the etiquette associated with sport.
- Pupils are able to show such personal qualities as hope, forgiveness, compassion, perseverance and love.
- Pupils are able to meet appropriate challenges and work through solutions.
- They are increasing in confidence in their approach to physical activity.

Explore, acquire and develop physical and cognitive skills:

- Pupils will develop their agility, balance and coordination.
- Pupils demonstrate a range of skills.
- They are able to consolidate existing skills and gain new ones.
- They show increasing control and co-ordination leading to consistency and quality.

Select and apply their skills, tactics and compositional idea in a variety of physical contexts:

- Pupils are increasingly able to plan and adapt activities both individually and when working with others.
- They are able to use strategies and tactics and improve their understanding of composition in a variety of situations.
- They will begin to develop their understanding of some of the principles underpinning their performance and are able to transfer some basic skills and understanding from one activity to another.
- They are able to apply rules and conventions appropriate for the activity.

Analyse and evaluate their own and others performance to lead to improvement both in physical and cognitive abilities:

- Understand what constitutes an effective performance.
- They are able to suggest improvements and comment constructively on their own and others performance.
- Pupils will use begin to become reflective practitioners.

Develop their understanding of the importance of physical activity and a fit and healthy lifestyle:

- Understand the effects of exercise on the body in the short term.
- Understand the importance of warming up and preparing appropriately for a variety of activities.
- Understand the importance of post exercise stretching to improve muscle flex and tone.
- Selecting and engaging in regular physical activity.
- Understand why physical activity is good for their health and well-being.

- Being aware of opportunities both in school and in local clubs and the community which cater for primary age children.

Develop problem solving skills and interpersonal skills, which will have a much wider application:

- Pupils are able to think imaginatively and demonstrate creativity in their work.
- They are able to work individually and with others to resolve problems.
- They are able to express opinions and begin to appreciate and respect the opinions of others.
- They will develop leadership skills.

Allow pupils to experience competition.

- Pupils will be exposed to competitive elements of physical education within school.
- Pupils will build resilience in defeat and modesty in victory.
- Pupils will be given the opportunity to represent the school in appropriate competitions.

Allow pupils to peruse excellence

- Pupils who show exceptional practice may be asked to demonstrate their skill.
- Through progressive physical education lessons, gifted and talented pupils will be identified and encouraged.
- Pupils will be able to join extra-curricular sports clubs to further develop and nurture their skill.

Principles of Learning, Teaching & Inclusion

Teachers will adopt a range of teaching styles in order to engage all pupils in the learning. The National Curriculum is the starting point for planning the curriculum to meet the needs of the pupils. In planning the curriculum, regard will be given to the following principles:

Setting Suitable Learning Challenges

- Aim to give every pupil the opportunity to experience success in learning and to achieve high standards.
- Take a flexible approach, taking into account any gaps of learning, and specifically focussing on meeting the individual needs of all pupils.

Responding to Pupils Diverse Learning Needs

- Teachers and leaders of physical education teaching will set high expectations and provide all pupils with opportunities to achieve.
- Teachers and leaders of physical education teaching will be aware that pupils bring with them a range of experiences and take these into account when planning the curriculum.

PE kit and procedures

- All pupils are expected to have a complete, named PE kit for all their physical education lessons.
- Indoor PE – Black shorts and house colour t-shirt along with suitable footwear
- Outdoor PE – Tracksuit and suitable footwear
- No jewellery
- Long hair tied back

Pupils are expected to bring in a letter / note from home if they are unable to participate in the lesson due to illness or for any other reason.

Overcoming Potential Barriers to Learning

In physical education, the barriers to learning can range from physical capabilities to issues around changing, difficulties with language and comprehension, or attitude and expectation. Things might act as barriers to a few or many pupils and will be addressed through planning and differentiation.

Equal Opportunities

Pupils will be given equal opportunities to access, take part in and succeed in physical education and sport. All pupils regardless of race, culture, gender, physical activity or learning disability, social origins or physical stature are entitled to be included and achieve. Every pupil has an entitlement to a broad and balanced curriculum, equal curriculum time, access to extra-curricular activities and use of resources and facilities. The school's policy is to enable all pupils to experience success. Sensitive and informed grouping of pupils, for example, mentor, ability, social and random groupings will ensure all pupils will contribute, be actively and physically involved and be challenged appropriately. Resources and facilities will also support the children's' age and ability.

Additional Educational Needs

Pupils with additional educational needs will be entitled to the same access to physical education and sport as their peers. In planning and adapting lessons, teachers will identify challenges for all pupils, modifying and adapting the task and/or equipment to include all pupils. For pupils whose attainment is below the expected levels at the key stage or year group, a greater degree of differentiation will be necessary and the programme will provide the context and a resource for planning learning that is appropriate to the requirements of the pupil.

Gifted and Talented

For pupils whose abilities exceed the expected levels of attainment, teachers will plan suitably challenging tasks. Teachers may draw on work from later key stages to provide extension and give greater depth or breadth of knowledge, skills and understanding.

Key Skills

Physical Education offers additional dimension to the whole school curriculum and the wider life of the school. It has particular links with personal, social, health and citizenship education and key skills (including literacy, numeracy, ICT, language and communication skills and working with others). Fundamentals will be taught in KS1. The dance and gymnastic elements of the physical education curriculum will also enhance and enrich, complement and intensify experiences within the arts curriculum and across the school. Teachers will give pupils the opportunity to make the connections and develop these key skills through their work in PE.

Continuity and Progression

The curriculum offered in PE will provide a framework for progression taking account of pupils' needs and abilities.

Leadership

The core purpose of the subject leader is to provide professional leadership and management for the subject and to secure high quality teaching, improved standards of learning and achievement for all pupils. Subject leaders must have knowledge, which is in part subject specific and part generic and take responsibility for keeping up to date with developments in PE and other aspects relating to their role.

The Subject Leader:

- Will provide planning, direction and development for physical education.
- Ensure that the policies and plans reflect the ethos of the school.
- Be responsible for developing a long term curriculum plan based on the national curriculum programmes of study.
- Support other staff to develop and build their confidence in teaching PE in conjunction with the School Sports Partnership.
- Will evaluate the effectiveness of the physical education curriculum.

Will secure and sustain effective teaching of PE and evaluate the standards of learning and achievement:

- Will monitor standards of teaching and learning using a range of strategies including lesson observation, reviewing, planning and talking with staff and pupils.
- Will ensure curriculum coverage, continuity and progression, taking into account the needs of all pupils.
- Ensure that teachers are clear about teaching objectives in lessons and can communicate this to pupils.

Will lead and manage staff:

- Help to build constructive working relationships with staff working in physical education and sport.
- Support staff to evaluate and develop their practice.
- Lead professional development of the subject and help identify opportunities for continuing professional development to meet the needs of staff and the school.
- Will ensure that staff and governors are informed and involved in developments, policies, plans and priorities and the success in meeting these.

Will identify and support efficient and effective deployment of staff and resources:

- Will establish staff and resource needs.
- Will have a PE development plan, which will support the school development plan.
- Ensure the effective management and organisation of learning resources.
- Support the development of the learning environment to create a stimulating environment for teaching and learning.
- Work hard to ensure that there is safe practice and that risks are assessed and managed.

Health and Safety

It is essential to secure safe practice and to ensure that all routine procedures are agreed and consistently adhered to by all staff. These procedures will include organisation within the lesson as well as before and after the lesson when changing and moving to and from the working area; pupils' kit and equipment, resources including storage and safety; pupils' responsibilities and management of safe practice and the withdrawal of pupils.

It is essential that pupils are taught skills and operate within appropriate ground rules to enable them to participate safely and confidently within PE. Pupils are expected to work in a safe manner and know what this means.

All staff will plan their work with the safety of pupils in mind and support can be sought from the subject leader to ensure that this is the case and that risks have been assessed and are managed effectively.