



Physical Education Policy

Policy Monitoring, Evaluation and Review

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Revision History:

Version	Date	Author	Summary of Changes:
1.0	Sept 2019	AA	New academic year
1.1	Sept 2021	BL	New academic year

Aims

Here at Rowlatts Mead Academy, we intend to develop children's knowledge, skills and understanding of Physical Education, so that they can perform with increasing competence and confidence in a range of physical activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

Our Objectives

1. To enable children to develop and explore physical skills with increasing control and coordination;
2. To encourage children to work and play with others in a range of group situations;
3. To develop the way in which children perform skills, and apply rules and conventions, for different activities;
4. To show children how to improve the quality and control of their performance;
5. To teach children to recognise and describe how their bodies feel during exercise;
6. To develop the children's enjoyment of physical activity through creativity and imagination;
7. To develop an understanding in children of how to succeed in a range of physical activities;
8. To teach the children how to evaluate their own success; providing specialist support where individual children have particular gifts or talents.

Teaching and Learning

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 or 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. To increase staff's confidence in the planning, delivery and also assessment of PE, we have external coaches from a number of local sporting institutes who work closely alongside the teachers to benefit their CPD in this area.

In all classes, children have a wide range of 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:

1. Setting common tasks that are open-ended and can have a variety of results (**e.g.** timed events, such as balancing on one leg);
2. Setting tasks of increasing difficulty, where not all children complete all tasks (**e.g.** the high jump);
3. Grouping children by ability, and setting different tasks for each group (**e.g.** different games);
4. Providing a range of challenge through the provision of different resources (**e.g.** different gymnastics equipment).

Physical Education Curriculum Planning

PE is a foundation subject in the 'National Curriculum'. Our school uses the National Curriculum Programme of Study in conjunction with the PE Leads developed PE Curriculum.

As part of the curriculum all year groups cover the following strands of PE:

- Games
- Dance
- Athletics
- Gymnastics
- Swimming

- Outdoor Adventure Activities

The curriculum planning in PE is carried out in two phases (long-term, medium-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devised this plan in conjunction with teaching colleagues in each year group.

We use the devised schemes of work, developed by the PE leads, as the basis for our medium-term plans. This gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance, distribution and progression of work across each term. The subject leader keeps and reviews these plans taking into account views from pupils and staff.

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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Foundation Stage

We encourage the physical development of our children in the nursery and reception classes as an integral part of their work. As the nursery and reception classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of 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; both gross and fine motor.

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English in our school by encouraging children to orally describe what they have done, and to discuss how they might improve their performance.

Mathematics

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.

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 in which 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 cooperate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and of each other.

PE and ICT

Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. 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 performances from recordings and use these to improve the quality of their own work. A digital camera can record experiences during outdoor activities.

Assessment of Physical Education

Teachers assess children's abilities in PE at the end of a unit of work and make a judgement on their attainment based on a set of pre-determined criteria. In addition to this, teachers regularly observe

children during lessons and have a running record of progress made by children against specific learning objectives. At the end of a unit of work, teachers and occasionally the sports specialist make a judgement against the set of pre-determined criteria. They record this information on a tracking system and use it to plan future work. In addition, these records enable teachers to make annual assessments for every child.

Equal Opportunities and SEN

A range of PE activities are offered to both boys and girls; experiences and expectations are the same regardless of gender. Selection for school sport teams is based upon both ability and also opportunity. The PE Leads aim to have a high percentage of children from the school represent the school in some capacity. PE lessons and lunchtime sport clubs offer all children the opportunity to improve their knowledge and techniques so everyone has the opportunity to be the best they can be.

For children who have physical or learning disabilities, some modification may have to be made to the way in which an activity or sport is taught, learnt and played. Any such modifications will be made in consultation with the relevant staff and specialists and noted on teachers' plans. Children who are identified as gifted and talented with PE are provided with a range of enhancement opportunities, designed to challenge, and develop their skills and understanding.

Children should only refrain from physical activity during a PE lessons on health grounds, if this is requested by their parents/carers, either by direct contact with the school or in a note to their teacher.

However, if the teacher deems their health to have changed from the beginning of the day they may grant them permission to be included in a different role during the lesson. Non-participating pupils should take the role of an evaluator, scorer, coach etc.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the internal

and external PE cupboards. The hall also contains a range of large apparatus for example benches and mats which we expect the children to help to 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 school field and playgrounds for games and athletics activities, and the local swimming pool for swimming lessons.

PE Kits

Teachers should also wear appropriate clothing. Jewellery (except stud earrings) must be removed. Teachers will not take responsibility for looking after jewellery. Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues). Children not going swimming through illness or injury are still required to go swimming for the theoretical aspect. In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

Children without Kit

At the beginning of each year, parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. A tracker will be kept to monitor PE Kits. If it is an ongoing problem an informal conversation with the parents would be appropriate.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes a qualified first aider should accompany the child to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send an LSA or two responsible children to inform

the school office. After the incident the teacher must complete an accident report form which is available in the office.

Health and safety

In this particular subject we place particular emphasis on health and safety. We encourage the children to consider their own safety and the safety of others at all times. We expect them to come to school in their PE kits on their given PE day. There is no jewellery is to be worn for any physical activity and trainers must be worn. In the event of no kit or trainers children will be given a spare school PE Kit and it will be at the teacher's discretion to determine whether the child's school shoes are suitable for physical activity.

Extra-curricular activities

Our school provides a range of PE-related activities for both KS1 and KS2 children at the end of the school day. Pupils are included in the selection of after school clubs and their input of sports is considered in the clubs on offer. These activities are led by different members of both KS1, KS2 staff and outside agencies. All activities on offer 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 and carers at the beginning of each term and keeps updates in the form of WEDUC messages. The school also plays regular fixtures against other local schools and enters several competitions organised by the PE Leads, Trust, Leicester City SSPAN and external agencies. 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 cooperation amongst our children.

Monitoring and review

The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:

1. Supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;
2. Gives the Headteacher an annual summary report in which he evaluates the strengths and weaknesses in PE and indicates areas for further improvement.

Review October 2021