

Burton Leonard Church of England (VC) Primary School



Physical Education (PE) Policy 2022-2025

Intent

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education 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 and we enable the children to make informed choices about physical activity throughout their lives. Our high-quality physical education curriculum intends to inspire our children to succeed and excel in competitive sport and other physically-demanding activities. It aims to provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Implementation

We give opportunities to compete in sport and other activities to build character and to help to embed values such as fairness and respect.

The objectives of teaching PE in our school are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills, and apply rules and conventions, for different activities;
- to show children how to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.
- to develop a sense of fair play and sportsmanship develop competence to excel in a broad range of physical activities
- to ensure children are physically active for sustained periods of time

- to engage in competitive sports and activities
- to 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 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 that 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. We also provide opportunities for the use of computing as part of evaluating and developing skills and we are 'dyslexia friendly.'

PE curriculum planning

Our sequential learning plans for children to develop fundamental movement skills, to become increasingly competent and to be confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. We plan for children to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils are 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.

At Key stage 2 Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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 personal best.

Swimming and water safety

The DfE says all schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; perform safe self-rescue in different water-based situations. Children who need to be taught to swim the required 25m have access to swimming lessons. The Year 5/6 children go for a week's residential visit to East Barnby Outdoor Education Centre where they will experience outdoor and adventure activities.

Provision

All children will take part in at least two hours of physical activity in a week.

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.

The sequence of learning gives consideration to how skills and experiences are developed from EYFS to Year 6.

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 of the National Curriculum, 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, control of the way they move, and care in the handling of tools and equipment.

Inclusion

We teach PE to all children, meeting ability and individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities or those more able, and we take all reasonable steps to achieve this. More able pupils are encouraged to take part in their sport during school hours and school work is provided for them.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment

Teachers make assessments as they observe pupils during lessons. All pupils are encouraged to evaluate their own performance and that of others and to suggest ways to improve. Teachers use this information to plan to meet the future needs of each child. The progress for each child is reported annually to parents.

Health and safety

The general teaching requirements for health and safety apply to this subject. We encourage the children to consider their own safety and the safety of others at all times. The policy of the Governing Body is that no potentially dangerous jewellery is to be worn for any physical activity.

Extra-curricular activities

The school takes part in various sporting tournaments and activities within the Ripon cluster. These include cross-country, orienteering, 5-a-side football, gymnastics, kwik cricket and netball. We offer a wide range of extra-curricular sporting activities including karate, multi-sports, gymnastics, boxing and hockey.

Monitoring and review

It is the responsibility of the subject leader to monitor the standards of children's work and the quality of teaching in PE. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for PE in the school. The subject leader evaluates strengths and weaknesses in PE, indicates areas for further improvement and reports to the Governing Body. The subject leader works closely with the head teacher to evaluate the impact of the sports funding.

Subject leader – Mrs Beverley Whild

Adopted Spring 2022
Next review Spring 2025

Amanda Tounson

