



# FAIRLANDS PRIMARY SCHOOL

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## POLICY STATEMENT

## PHYSICAL EDUCATION

|                          |                       |
|--------------------------|-----------------------|
| <b>APPROVED</b>          | <b>September 2019</b> |
| <b>TO BE REVIEWED BY</b> | <b>September 2022</b> |

## **FAIRLANDS PRIMARY SCHOOL**

### **PHYSICAL EDUCATION POLICY**

#### **INTRODUCTION**

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 to support their health and fitness. These include dance, games, gymnastics, swimming and water safety and athletics. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives.

#### **AIMS**

The aims of physical education are:

- to encourage children to lead healthy, active lives
- to ensure children are physically active for sustained periods of time
- to ensure children have access to the right amount of daily activity
- To enable children to develop and explore physical skills with increasing control and co-ordination;
- 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 increase children's ability to use what they have learnt to improve the quality and control of their performance;
- To teach children to recognise and describe how their bodies feel during exercise;
- To participate in activities which are competitive, creative and provide challenge – regardless of ability;
- 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 children's understanding of leading a healthy lifestyle, and how PE contributes to this.
- To enjoy PE and physical activity;

#### **PLANNING**

PE is a foundation subject in the National Curriculum. Our school uses Primary PE Passport as the basis for its curriculum planning in PE.

As required, we teach the following at KS1:

- gym (to develop balance and coordination)
- dance (simple movements individually and in a group)
- fundamental skills (movement and ball skills)
- generic skills running throughout all PE activities (evaluation and competition)
- healthy lifestyle choices and its importance

In KS2, we continue to apply and develop these activities and teach the following:

- gym (to include flexibility, control, strength and technique)
- dance (a range of movement patterns and vocabulary to describe)
- swimming (water safety for all and aiming for 25m competence)
- OAA (both individually and within a team)
- fundamental skills (including describing good athletic performance using correct vocabulary, attacking and defending principles and tactics)
- generic skills running throughout all PE activities
- healthy lifestyle choice and its importance

**Topic Maps** give an overview of all Topics across the school. Links to Values Education, whole school events, happenings and main religious celebrations are also noted on this map.

Progression in PE is planned for using **progression in skills documents** based on the national curriculum which are delivered through a thematic, topic-based approach. Medium term planning is completed using the Primary PE Passport planning tool, which links skills to half-termly topics. This ensures that learning is made relevant through interesting contexts that are meaningful to the children.

**Short-Term Plans** are then provided by the Primary PE Passport application, and reviewed as appropriate to reflect the needs and interests of the current cohort.

PE activities 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 scheme of work, so that the children are increasingly challenged as they move up through the school.

## **LEARNING & TEACHING**

The children undertake physical education activities as part of their topic work. Sometimes a whole day or two days are devoted to activities with a PE focus.

We use a variety of teaching and learning styles in PE lessons. Our principle 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, and they can 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.
- Sports Coaches and young leaders come into the school to teach a range of skills through lessons and after school clubs
- The school makes appropriate adjustments to provision for children with special educational needs or who need help to access the lesson.

## **FOUNDATION STAGE**

- We encourage and expect as much physical development in the Foundation Stage. We relate the children's physical development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes moving confidently and imaginatively with control and coordination, recognising the changes that happen to their bodies when they are active and using a range of small and large equipment.

## **EXTRA CURRICULAR ACTIVITIES**

There are opportunities for children to participate in a range of PE-related activities out of school hours. 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 as part of the curriculum booklet. 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

## **ASSESSMENT AND RECORDING**

We assess children's work in physical education by making observational assessments during lessons.

The progression of skills is an aid to summative assessment, indicating the type and range of performance which pupils working at a particular age should demonstrate.

Teachers in year group teams also record the percentages of children achieving below, at and above age-related expectations and detail names of more able pupils, and barriers to learning for children achieving below age related expectations. This information is monitored by the subject leader and is used to target support, resources and interventions.

The PE subject leader keeps photographic evidence of children's work and participation in sporting events which are kept in a portfolio. These demonstrate what the expected level of achievement is in physical education for each age group in the school.

## **INCLUSION**

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

## **TEACHING PHYSICAL DEVELOPMENT TO CHILDREN WITH SEN**

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 and encourage them to lead healthy, active lives. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE may take into account the targets set for individual children in their Individual Education Plans (IEPs). We believe that every child should be given the opportunity to experience success in P.E. and to achieve as high a standard as possible.

## **RESOURCES**

There is a wide range of resources to support the teaching of PE across the school. We keep all of our small equipment in the PE cupboard, and this is accessible to children only under adult supervision.

The halls contain a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their lesson. By so doing, the children learn to handle equipment safely.

The children use the school field for games and athletics activities and the local swimming pool for swimming lessons.

## **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. No jewellery is to be worn during PE, and hair tied back.

We expect them to change for PE into the agreed clothing for each activity area (details of this are given in the staff handbook).

When competitions and fixtures are entered, a risk assessment is undertaken.

## **MONITORING**

The monitoring of the standards of children's work and of the quality of teaching in this subject is the responsibility of the subject leader.

The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader is given management time in order to review evidence of the children's work and undertake lesson observations of teaching across the school.

## **REVIEW**

The governing body will review this policy in line with its annual cycle of review.