

# **BROAD CHALKE CE VA PRIMARY SCHOOL**

## **Physical Education (PE) and School Sport Policy**

Mission Statement: With God we live and learn and play

### 1. Aims

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 of, 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. We believe that PE contributes to wider educational outcomes and is an important part of being a Healthy School.

The objectives of PE are:

- to develop a healthy lifestyle and to see physical exercise as something enjoyable;
- 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 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.

### 2. 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/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.

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;
- setting tasks of increasing difficulty to stretch the more able;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenge through the provision of different resources

### 3. Teaching Time

All pupils have at least two lessons of PE per week, and in KS2 one of these must be games. We aim for our children to have a minimum of two hours quality physical activity per week.

#### 4. PE curriculum planning

PE is a foundation subject in the National Curriculum. Our school has developed its own cycle for curriculum planning and coverage in PE. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach dance, games, gymnastics, swimming and water safety, athletics and outdoor and adventurous activities (O and AA). O and AA are covered by the year 5 residential trip.

The curriculum planning for 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 PE subject leader works this out in conjunction with teaching colleagues in each year group. Our medium-term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. Class teachers complete a weekly plan which gives the specific objectives for each PE lesson and give details of how the lessons are to be taught.

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

#### 5. The Foundation Stage

We encourage the physical development of our children in the Foundation stage as an integral part of their work. In the Foundation Stage, 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 and control of the way they move, and the way they handle 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.

#### 6. Teaching PE to children with special needs

Please refer to the Special Educational Needs Policy. We teach PE to all children, whatever their ability, as PE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Teachers provide inclusive learning opportunities that are matched to the needs of children with learning or physical difficulties. Some pupils may need one to one support.

#### 7. Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them during lessons. They assess the progress made by children against the learning objectives for their lessons. The teachers make an annual assessment of attainment and effort for each child, as part of the child's annual report to parents. The PE subject leader keeps photographic evidence of children's work. We share the learning intention with the pupils by stating it clearly at the beginning of each lesson. We assess our children by talking to them and asking questions as well as observing their skills.

#### 8. Resources

There are a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help 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 for games and athletics activities and a local indoor swimming pool for swimming lessons. Gymnastic equipment is inspected every year by a contractor. Some equipment is kept in the store in the playground for use at lunchtimes.

## 9. Health and safety

Please refer to the Health and Safety Policy. 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. We expect them to change for PE into the agreed clothing for each activity area. In upper Key Stage 2 arrangements are made for boys and girls to change separately. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. All staff should be familiar with current medical lists of children and ensure inhalers and a First Aid Kit are readily available.

We expect pupils to have the correct PE kit but pupils will participate in their uniform if it is safe to do so rather than miss out on PE. Persistent lack of kit will be followed up with parents. Long hair must be tied up and watches and jewellery removed. Children with newly pierced ears need to supply plasters or tape to cover the earrings until they can be removed. We discourage parents from buying plimsolls as we recommend bare feet inside and trainers outside.

## 10. Equal Opportunities

Please refer to the Equality and Diversity Policy. PE at an appropriate level will be available to each child without prejudice, regardless of age, ability, gender or ethnic origin. Our teaching strategies support our work in PSHE and C e.g. allocating teams not allowing children to pick teams.

## 11. Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. We encourage the governor with responsibility for PE to observe PE in action within the school as part of our monitoring programme in the SDP.

## 12. Extra-curricular activities

The school provides a wide range of PE related activities for children at lunchtimes and after school. 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. We have opportunities for matches against other local schools and take part in a variety of competitive events. 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.

## 13. Curriculum Enrichment and Links with the Community

In the interests of Child Protection all volunteers have CRB / DBS clearance. We use the facilities of our local Sports Centre and have links with clubs which are run by the Sports Centre as well as after school sports activities run at the school by outside providers. The school takes part in a variety of sporting events in the wider community such as the Chalke Valley Challenge and the Laverstock mini- marathon.

Ratified by FGB: June 2014

Next Review due: June 2017