

Keyworth Primary School

PE, Sport & Physical Activity

1 Aims and objectives

1.1 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 promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives. Pupils are encouraged to make use of community recreational facilities particularly in the year 6 – 7 transition. Regular updates of outside school time activities and programmes available for all ages and parents.

1.2 The aims of PE are:

- 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.
- to develop the habit of regular exercise

2 Teaching and learning style

2.1 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.

2.2 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. sequence work;
- setting tasks of increasing difficulty, where not all children complete all tasks,

- e.g. rope climbing;
- 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.

3 PE curriculum planning

- 3.1** PE is a foundation subject in the National Curriculum. We have devised a scheme of work to match the local circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics.
- 3.2** 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 PE subject leader works this out in conjunction with teaching colleagues in each year group.
- 3.3** 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.
- 3.4** Class teachers complete a daily plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
- 3.5** 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.

4 The Foundation Stage

- 4.1** We encourage the physical development of our children in the early year's department as an integral part of their work. As the Early Years is 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 and control of the way they move, and the way they handle 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.

5 Contribution of PE to teaching in other curriculum areas

5.1 English

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

5.2 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.

5.3 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way 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 co-operate 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.

6 Teaching PE to children with special educational needs

6.1 At our school we teach PE to all children, whatever their ability. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs.

6.2 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

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

7 Assessment and recording

7.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. This information is used to plan the future work of each child. It also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

8 Resources

8.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small 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 nearby school field for games and athletics activities and the local swimming pool for swimming lessons.

9 Health and safety

- 9.1** 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. It is suggested that children bring a kit on Monday and take it home on Friday for washing to ensure it is in school. All children are expected to take part in all P.E. lessons unless staff are notified by the doctor. The policy of the governing body is that no jewellery is to be worn for any physical activity. Please refer to the school's health and safety policy and risk assessment file. Use of any external personnel including sports coaches and volunteers will be in line with the school's policy on Safeguarding and DBS / staffing checks.

10 Monitoring and review

- 10.1** 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 supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader is expected to review evidence of the children's work and undertake lesson observations of PE teaching across the school. The PE/physical activity policy co-ordinator will have lead responsibility for the monitoring of physical activity in the school. A range of measures will be used to evaluate impact of the policy in line with the above mentioned objectives including any participation data collected on behalf of the local authority or Sports Partnership.

11 Extra-curricular activities

- 11.1** The school provides a range of PE activities for children during each school term. These encourage children to further develop their skills in a range of the activity areas. The school also participates in activities 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.

This policy helps to ensure that this school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. Please refer to our Racial Equality Policy.

11.2 After school clubs

We aim to encourage all pupils to take part in a range of clubs, and involve them in deciding the clubs we put on offer. Registers of clubs are kept to identify those who do not take part in (extra) regular exercise. Football and cross country clubs are put on offer each year to prepare children for competitions. A range of other clubs are also offered; these may include gymnastics, co-ordination (early morning club), netball or hockey.

11.3 ACTIVE TRAVEL

Please refer to the School Travel Plan for details of how we promote travel to school. We also take part in Walk to School Week annually.

11.4 COMMUNITY PARTNERS / LINKS

We have also established links with the local recreational and sport facilities in the local area including Elephant and Castle Leisure Centre to which pupils and families are signposted.

11.5 STAFF ACTIVITY

Our staff aspire to be positive role models for our children. We aim to take part in physical activity whenever possible, for e.g. racing the children at sports day, health and wellbeing focus, healthy food at school, etc. Staff often play games with children at playtime and demonstrate physical activity during PE lessons.

Sarah Beard

Executive Headteacher

19/7/18

A handwritten signature in black ink, appearing to read 'S Beard', followed by a period.