

## **Stretton Handley CE (VC) Primary School PE Policy**



At Stretton Handley CE (VC) Primary School, we believe that Physical Education and sport not only play an important role in physical development but are vital in developing social and emotional skills. Our PE curriculum delivers high-quality physical education, which aims to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. The PE curriculum we deliver provides a broad and balanced programme of study, where children will have the opportunity to take part in a wide range of sports and physical activities. We offer opportunities for all Reception, Key stage 1 and Key Stage 2 children to compete in sport and other activities.

Our PE lessons and sport provision help to embed values such as fairness, respect and cooperation. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Through these positive experiences, a lifelong interest in physical activity is encouraged. At Stretton Handley CE (VC) Primary School, we believe every child should have the opportunity to discover a sport or physical activity that they enjoy and want to develop further.

### **1.Aims**

- Support children in developing a positive attitude and interest in a wide range of physical activities
- Develop our pupil's stamina and general fitness levels
- Teach team building and competitive skills
- Give children the opportunity to challenge themselves within a safe and structured environment
- To promote a healthy lifestyle by developing self-motivation to take part in physical activity both in school and out of school
- Promote a healthy diet and regular exercise as an essential part of everyday life
- Provide the children with access to sports outside their PE lessons
- Develop a lifelong enjoyment of exercise and an understanding of its benefits
- To ensure every child in key stage 1 and key stage 2 has the opportunity to take part in competitive sports.

### **Implementation- Our approach to PE**

P.E. is a foundation subject in the National Curriculum. Our school uses the National Curriculum as the basis for its curriculum planning in P.E. We plan the P.E. 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. Ideally and where possible, activities should be cross curricular and linked to topics being taught in class to give relevance and meaning to activities.

Children participate in a range of activities throughout the year, receiving a broad and balanced curriculum which teaches balance, control, coordination and stamina, these skills are then built on each year. All PE lessons are designed to deliver vigorous activity and to improve fitness levels.

All classes receive two hours of PE per week, which is averaged over the year. All children are expected to wear appropriate PE clothing for all PE lessons and inter school competitions. When teaching PE lessons teachers and TA's are expected to wear appropriate PE clothing, as a positive role model for the children. Children who do not have kit available in school are provided with suitable clothing belonging to the school. Our PE kit comprises of shorts, t shirt and plimsolls, additional trainers, tracksuit top and joggers should be worn for outdoor activities (see Uniform Policy for more information). Jewellery cannot be worn in PE lessons or when taking part in school sports.

## **2. Curriculum**

### **EYFS**

We encourage the physical development of our children in reception as an integral part of their work. In addition to this fine motor skills are constantly being developed through the range of activities provided in the classroom. The children also benefit from their own outdoor play area and a selection of P.E. equipment to help develop their gross motor skills, coordination and control. The time spent in this area is used to build upon and reinforce the skills practised in the curriculum lessons. The PE curriculum follows objectives set out in the Early Learning Goals. The children gain the basic skills of spatial awareness, control and co-ordination in the way they move; and control of balls, bean bags, hoops and ropes. The children are given opportunities to explore and manipulate a range of P.E. equipment in their own ways to build the confidence to participate

### **Key Stage 1**

KS1 pupils should be 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

### **Key Stage 2**

KS2 pupils should be 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

(New National Curriculum, 2014)

### **Curriculum links**

Opportunities within our P.E. curriculum are used to develop other areas of the curriculum. These are:

**ICT:** To aid the teaching of key skills, peer assessment, analysis of performance, self-evaluation, record of progress and as a stimulus. Various resources are available e.g. digital camera, Ipads, internet resources, video clips etc.

**Literacy:** Speaking and listening skills are prompted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work. Literacy is also promoted through the children recording their sequences, games and ideas as reminders; or as a working document for other groups of children to use.

**Maths:** Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shape and pattern. At Key Stage One number work is evident through practical games and warm up tasks.

**Science & PSHEL:** Physical Education contributes to the children's personal and social skills throughout the subject, encouraging children to interact with all and abiding by game rules, sportsmanship, and acceptance of defeat. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the children the opportunity to experience how their body works in different situations.

**Spiritual, Moral and Cultural Development:** The structure of our Physical Education curriculum and after school clubs expects children to work with all children irrespective of race, sex or ability. This enables the children to gain respect for everyone therefore gaining a better understanding of themselves and others.

### **Organisation**

The curriculum is planned to provide a balance of activities across the National Curriculum's Programmes of Study. The PE Coordinator is responsible for the teaching of P.E. across the school. Classes are of mixed age and ability. The length of lesson will vary, according to the Key Stage.

- All games lessons follow a structure of a warm up routine, skill development, games context and a cool down.
- All gymnastics lessons follow the structure of a warm up routine, floorwork, skill development / apparatus and a cool down.
- All dance lessons follow a structure of a warm up routine, isolated skill progression, composition development and a cool down.
- Years 3,4,5 and 6 will have the opportunity to experience a yearly residential, which will be predominately active.
- Children take part in festivals of sport and have many other opportunities to work with, and compete against children from other schools.

## **Swimming**

Children go swimming weekly in years 3,4,5 and 6. By the end of KS2, children are expected to swim 25 metres.

## **Other sports and Out of Hours Clubs**

In addition to allocated curriculum time, children throughout Reception, Key Stage 1 & 2 benefit from additional P.E. related events such as sports days, festivals, after school clubs and multi sports events. The aim is to involve all children in all activities and challenges allowing both individual and group successes. The overall target is enjoyment and celebration of personal achievement. There are also a wide range of extracurricular activities available ensuring there is the opportunity for all pupils to enjoy the weekly recommended 2 hours of P.E./sport per week, which can be achieved through after school clubs and out of school sports/activities. These clubs/sports are signposted in school and are ongoing at various relevant points throughout the year. Outside agencies and professional sports coaches are welcomed into the school to work with children both in curriculum time and after school. Many extra opportunities are provided by the school sports partnership Qualitas.

## **Lunchtimes**

We aim to promote fitness and sport during the Lunchtime break. PE equipment is available for the children to use and 'Mini Leaders', lead team games to develop the children team work and cooperation skills.

## **Equal Opportunities/Special Needs/Gifted and Talented**

At Stretton Handley CE (VC) Primary School we strive to ensure equal provision for all children regardless of their gender, race, religion, class or ability.

We achieve this by:

- Differentiating PE activities, through equipment, space and task. This allows us to challenge the higher ability children and provide scaffolding for the lower ability children
- Using a range of teaching strategies that are based on the needs of children in the class.
- Giving verbal feedback explaining how children can improve their own performance.
- Encourage children to review their own performance and talk about how they can improve on their personal best.

## **Role of Subject Leader**

- To teach demonstration lessons and act as a role model for good practice
- Ensure all teaching staff are up to date with curriculum changes
- Ensure progress and continuity from EYFS through to Year 6
- Prepare, organise and lead training for other members of staff in school, identified by the SIP
- Monitor standards through learning walks and pupil interviews
- Inform governors about progress and developments in PE

## **Role of PE Teacher**

- To plan and deliver high quality PE lessons

- Ensure all children have the opportunity to engage in a variety of physical activities throughout the year
- To ensure all age-related national curriculum objectives are covered
- To differentiate lessons by providing scaffolding for the less able children and challenging the higher ability children
- Support children in developing their understanding of a healthy lifestyle and the importance of being active
- To promote a lifelong enjoyment of exercise and sport

### **Assessment and recording in PE**

To assess progression in PE we use a tracking spreadsheet, where children are assessed against the national curriculum age related expectations. This is then used to inform future planning and support teachers in differentiating lessons to suit the needs of each individual learner.

### **Impact**

We help to motivate all children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

### **Health and Safety**

It is important that all teachers are aware of the responsibility they have regarding health and safety, both inside and outside the classroom. Teachers must take into account the school's Health and Safety policy.

### **Safeguarding**

We have regard for all the safeguarding policies as we undertake our physical Education lessons. Risk assessment for individual children are undertaken as and where necessary.

### **Review**

This PE policy will be reviewed by the PE curriculum leader.