

C13**POLICY FOR PHYSICAL EDUCATION****1. ETHOS**

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

2. AIMS

The key aims and purposes of the school's PE provision are to be developed through focus, continuous and enhanced provision in the EY and a planned programme of activities throughout key stages 1 and 2.

Physical education will offer opportunities for pupils to:

- Enjoy and achieve;
- Become skilful and intelligent performers;
- Develop competence to excel in a broad range of physical activities;
- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- Become physically active for sustained periods of time;
- Develop greater confidence;
- Develop their ideas in a creative way;
- Set targets for themselves and compete against others, individually and as team members;
- Engage in competitive sports and activities;
- Understand what it takes to persevere, succeed and acknowledge others' success;
- Respond to a variety of challenges in a range of physical contexts and environments;
- Take the initiative, lead activity and focus on improving aspects of their own performance;
- Discover their own aptitudes and preferences for different activities;
- Make informed decisions about the importance of exercise in their lives;
- Lead healthy active lives;
- Develop positive attitudes to participation in physical activity;
- Build up strength, agility and stamina.

3. POLICY**TEACHING AND LEARNING METHODS**

The knowledge skills and understanding in the programmes of study identify the aspects of physical education in which pupils make progress;

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance

➤ Knowledge and understanding of fitness and health

Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health. A range of strategies will be employed to ensure that all pupils work as part of a whole class, collaboratively (teams/groups/pairs) and individually.

The ten outcomes for high quality P.E: *Showing commitment; Understanding Activities; Being Active and Healthy; Showing Confidence, Development of Skills, Participation in Different Activities, Independent Thinking, Improving Performance, Building up Strength, Suppleness and Stamina; Enjoyment of Activities* will be displayed in the school halls. Lessons will refer to one or more outcomes and children will be aware of this.

Throughout EY, pupils will be given opportunities to move and play, alone and with others, in both indoor and outdoor environments. Three to five year olds will experience the curriculum through a range of planned, structured and free play situations. They will have opportunities to find out and learn about their world and to develop a range of skills that promote their own physical development. These experiences will be covered in all areas of learning.

These experiences will include:

- a. developing manipulative and motor skills through learning and playing;
 - with construction materials, such as building blocks, posting boxes, mats, boxes, climbing frames, puzzles;
 - with art and natural materials, e.g. by painting; doing collage work; using crayons, brushes, malleable materials, paper, water, dry sand;
 - with science materials, e.g. lenses, magnets, mirrors;
 - with movement equipment, e.g. hoops, balls, steps, swings, ladders, beanbags, wheeled aids
- b. experience of spatial awareness, control and co-ordination gained through;
 - imaginative play e.g. in a play house, on a space ship
- c. games play, e.g. chasing and dodging games, starting and stopping, experiencing stillness, throw and catch games, skipping and jump-rope games, other playground games;
 - movement, e.g. crawling, creeping, shuffling, jumping, landing, turning, rolling, swinging, climbing;
 - mathematics, e.g. space and position, shape, patterns, relationships;
- d. responding to sounds, music, signs, symbols and words, e.g. through;
 - recognising, locating, responding and moving to sounds, words and rhythms;
 - singing;
 - playing a variety of instruments
 - creating sounds
- e. developing an awareness of health and the importance of caring for their bodies e.g. by appreciating simple hygiene, washing hands, keeping clean and tidy, wearing appropriate clothes for play, playing safely;
- f. developing observation skills e.g. by appreciating the work of others, working in pairs and small groups, designing and making things together, observing and describing what they see;
- g. sharing, turn taking, choosing and making decisions.

KEY STAGE 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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 games, developing simple tactics for attacking and defending

- Perform dances using simple movement patterns.

KEY STAGE 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate (e.g. 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 (e.g. 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.

ORGANISATION OF PHYSICAL EDUCATION CURRICULUM

To ensure all pupils receive their entitlement to the PE curriculum, a range of activities planned around early learning goals (physical and creative development) are delivered throughout the EY. Thematic topics/modules (based on QCA guidance) are taught on an annual programme at KS1/KS2. .

DETAILED PLANNING

Medium term planning will identify learning objectives, a progression of activities, and identification of core skills, key language and assessment opportunities. This is undertaken in planning teams (see policy M18) to ensure parity and progression. Short term planning is the responsibility of individual class teachers. Lesson objective(s) are specified with an appropriate activity, modification/extension tasks (detailing challenge for more able pupils and support for less able learners) and use of resources. This is evaluated by the class teacher to inform the next short-term plan.

RESOURCES

Medium term planning units for differentiation are located in the office in cohort planning files. Resources are mainly located in the hall. Teaching manuals are in the staff room. Additional resources are continually being acquired to ensure that children have access to a range of stimulating high quality equipment. It is the responsibility of teachers using apparatus to ensure that it is returned. Teachers should also ensure that children care for all resources. Teachers can also acquire planning from peplanning.org.uk.

ASSESSMENT AND RECORD KEEPING

Prior to each module at KS1 and KS2 groups of children are targeted to attain end of unit objectives which match to national curriculum levels. Short term planning will incorporate full differentiation and show assessment for learning (AFL) opportunities which inform curricular targets. Teacher assessment of attainment will then be made at the end of each unit. Evidence of levels of achievement will be stored in a class profile. The PE manager, along with the assessment manager, will compile a portfolio of evidence of achievements showing all levels of achievement, transferred from class profiles at the end of each academic year.

PROFESSIONAL DEVELOPMENT

Professional development opportunities will be provided in line with an analysis of needs linked to the implementation of the schools PE policy and the delivery of the physical elements of the key stage plans. Curriculum audits and staff skills audits are completed annually; the results of which are fed into the School Improvement Plan. Funds for profession development may be used to support a range of activities both

within and outside the school. April 2013 – government provided schools with £9,250 annually for sports funding. A proportion of this pays for CPD for staff.

SWIMMING

The school accepts the policy statement issued by Calderdale LA entitled 'Policy Statement – Swimming and Water Related Activities'. A copy of this policy can be found in the head's copy of the red curriculum file under Appendix 1. A further copy is kept by the PE manager.

HEALTH AND SAFETY

The school has adopted guidelines from 'Safe Practice in Physical Education' (BAALPE 1990) as the policy for safety. A copy of the booklet is in the Head's copy of the red curriculum file (appendix 2) following the scheme. A further copy is held by the consultant.

Gymnastics - all teachers/pupils will follow agreed school guidelines (outlined in the above) for lifting and placing large apparatus. This apparatus should be checked by teachers and pupils when in use. It will be checked annually by Metrogym.

EXTRA CURRICULAR ACTIVITIES

A range of after school clubs are on offer to KS1 and KS2 children covering aspects of PE throughout the year. In addition, extended school activities are offered for various sports, gymnastics and dance. The school has representative teams in a range of sporting activities.

DRESS

Children should have the following PE kit:

- * pair of black shorts/tracksuit bottoms and
- * T-shirt or
- * leotard

They should have bare feet for gymnastics and dance lessons unless there is a medical reason (such as a verruca or cut) when pumps may be worn. Children may wear pumps for indoor games lessons. Changing routines are established by the class teacher. All items of jewellery (except STUDEDDED earrings) should be removed and long hair should be tied back for PE.

REVIEW AND EVALUATION

The policy for Physical Education will be reviewed three yearly as an agenda item at a staff meeting. This item will be led by the PE consultant. Comments from staff and governors will be taken into account and any changes to policy agreed at a staff meeting prior to ratification by the governing body. The implementation of the policy will be monitored by the headteacher who will, if necessary, call on external agencies to give specialist advice.

Reviewed and amended Dec 2015
K Taylor