

Canning Street Primary School

Physical Education Policy

Rationale

A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

- National Curriculum, September 2014.

We maintain that:

Canning Street Primary School believes and promotes Physical Education in making a significant contribution to a child's emotional, intellectual, social and personal development as well as developing pupils' physical competence and confidence. Through PE, pupils feel the positive benefits of being healthy and active and it provides opportunities for pupils to be creative, competitive and to face different challenges as individuals or as part of a group or team. It promotes character building, cooperation and self-esteem.

Aims

The National Curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activity
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Through the teaching of PE, we aim to:

- Develop physical coordination and competence
- Develop artistic and aesthetic understanding and appreciation
- Develop flexibility, strength and endurance
- Teach pupils an awareness of health and safety issues involved
- Help children to develop positive attributes in both cooperative and competitive situations
- Help children to develop socially through communication, collaboration and competition
- Help children develop an understanding of how to succeed in different activities and challenges
- Allow children to evaluate and recognize their own success
- Promote positive attitudes towards health and physical activity
- Develop and promote confidence and well-being through individual, paired and group activities
- Promote the physical and psychological benefits of participation in aerobic activity whilst at school and throughout life

Objectives

Full participation of all pupils in a broad, balanced and differentiated programme of activities which are accessible and challenging.

The implementation of planning and teaching by teachers based on the National Curriculum covering: Games, Dance, Gymnastics, Athletics, Outdoor and Adventurous and Swimming.

To supplement the national Curriculum requirements with additional programmes when appropriate using outside agencies e.g. Active Kids, Newcastle in the Community.

Within our physical education curriculum:

Early Years Foundation Stage

Through the provision of structured PE lessons and free play, creative environments introduce and develop control and coordination in large and small movements. Helping children to move confidently in a range of ways, negotiating space safely. Helping them to understand factors that contribute to keeping them healthy, such as physical exercise and food that they eat. Pupils can express themselves about things they can do to keep themselves healthy and safe.

Key Stage 1

Through the provision of structured PE lessons, create a movement foundation to underpin lifelong participation, enabling pupils to access a range of learning experiences which supports the development of competent and confident movers. Children in Key Stage 1 have two half terms of Games and Basic Skills, which builds on the development of movement foundation. It provides structured play and reinforces the importance of being physically active as well as introducing basic leadership opportunities and social interaction.

Lower Key Stage 2

Through the provision of structured PE lessons, adapt physical activities through which young people can develop and apply a broad range of skills in different contexts which will enhance their creative, social and thinking skills in PE. The children will also begin to gain an understanding of the positive benefits of being physically active.

Upper Key Stage 2

Through the provision of structured PE lessons, learning physical, social and thinking skills through a range of sport specific activities (modified by age and stage appropriate). They are also developing leadership skills and are able to articulate the benefits of regular exercise. In Upper Key Stage 2, Year 5 and 6 swim for 5 months of the year.

Principles of teaching and learning

Teaching Strategies

Pupils will develop at different rates and the aims and objectives should be pursued through a variety of teaching and learning styles. Whole class, small group and individual teaching will be conducted in lessons.

- Have sufficient knowledge and understanding to differentiate
- Set standards and demonstrate through modelling
- Teach from a safe position which enables them to observe all children.
- Use commentary to reinforce and develop each pupil's interpretation of the task involved.
- Teachers to act as role models for children e.g., by wearing suitable clothing

We operate an inclusive policy in PE. Differentiation is addressed within each area of the activity and broad task setting can allow for differentiation by outcome. Differentiation by task is also used by challenging or extending the task or by giving progressive stages to achieve success. This is to be addressed by teachers as appropriate to their class.

Differentiation can be achieved by

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment

Learning Strategies

A well balanced PE programme should meet the physical and social needs of all pupils irrespective of ability, race or gender in an ethnically diverse society. Physical education should ensure that all pupils have an opportunity to participate on equal terms in a range of activities and should help them to develop their self-esteem through achievement.

Through lessons, children will have the opportunities provided to:

- Work as a class, groups, pairs or individually
- Plan their own work
- Develop their own guidelines for activities
- Observe, assess, self-assess, review and evaluate performances

Cross Curricular Links

Physical Education incorporates many aspects from the curriculum. The most significant contribution it can make is to health education and establishing habits of participation in enjoyable physical activity and developing and understanding of the long and short term benefits of exercise.

It can also provide opportunities for work in other curriculum areas through the use of problem solving methods across a range of activities. Language skills are also reinforced in describing and analysing their own and others performances.

Assessment

The main method of gathering evidence and assessing achievement is made through the continuous process of teacher observation. This is informed assessment based on knowledge of the pupils and content of the work carried out. Currently, teachers track pupils' assessment by completing a pupil tracker assessment sheet which comprises of the lesson objective and expected progress across an area over a half term.

Continuity and Progression

Skills learned by pupils are to be built upon at each stage. Passing on of the pupil tracker assessment sheets will inform the next teachers of areas for development. Skills taught will build upon the skills already acquired.

Conclusion

PE in the primary school needs to build on children's enjoyment of, and need for, activity and movement. PE contributes to a sense of well-being, a healthy life-style and a feeling of self-confidence. In addition to the timetabled PE curriculum, we provide a varied programme of sports and activities throughout the school day beginning in breakfast club through to playtimes, lunchtime and afterschool clubs.

Rachel Walton – PE Subject Coordinator. Spring 2015

Due to be reviewed Spring 2018