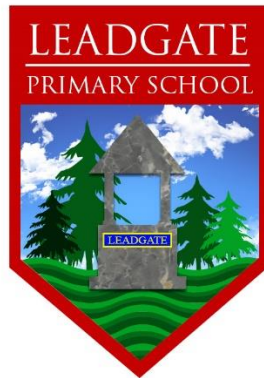


Leagdate Primary School



Physical Education Policy

Aims of our PE curriculum

At Leadgate Primary School we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. We believe that through the variety of opportunities that PE offers, all children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries. We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport. We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness.

PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

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

Subject Aims and Objectives

We aim to:

- enable children to develop and explore physical skills with increasing control and coordination
- encourage children to work and play with others in a range of group situations
- develop the way children perform skills and apply rules and conventions for different activities
- increase children's ability to use what they have learnt to improve the quality and control of their performance
- teach children to recognise and describe how their bodies feel during exercise
- develop the children's enjoyment of physical activity through creativity and imagination
- develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success

The role of the PE Subject Leader

- The PE Subject Leader is responsible for the development and monitoring of the PE curriculum. They are responsible for updating the School's Policy and ensuring other relevant policies reflect the aims and objectives of the PE policy.
- They assist staff by leading staff meetings; planning and leading CPD training activities; providing consultancy and advice, supporting staff in the classroom; specifying and ordering resources; coordinating staff requests for resources and monitoring and maintaining the condition and availability of resources.
- They will liaise with any named Governor to keep the Governors informed about developments within the subject.
- They maintain a positive ethos for the subject, through support and encouragement of staff, children and parents.

Teaching and learning

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

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 and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

EYFS

We encourage the physical development of our children in the nursery and reception class as an integral part of their work. As these classes are 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.

Assessment

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the a progression of skills document, progression ladders and knowledge organisers.

Monitoring and Reviewing

The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, providing a strategic lead and direction;
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;
- Reviews evidence of the children's work and observes PE lessons.

The quality of teaching and learning in PE is monitored and evaluated by the subject leader and is overseen by the curriculum leader.

Health and Safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety. Reference should be made to the school's Risk Assessments.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher
- Children should be given health and safety guidance through the lesson
- All jewellery must be removed and stored safely before each lesson. Earrings are not permitted and must be removed prior to the lesson taking place. If a child is unable to do this, they must be removed at home before coming to school on timetabled PE days

- All long hair should be tied back
- Children will change at school into appropriate PE kit on PE days which are communicated with parents. This consists of shorts and t-shirt, jogging bottoms or leggings, a sweater or hooded sweater and trainers.
- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga
- Equipment and apparatus are stored safely at the end of each lesson
- Pupils are taught to consider their own safety and that of others at all times.
- Teaching staff should be appropriately dressed to teach PE.
- Risk Assessments are in place for all school sporting trips.
- Non-participating children (children who cannot participate for a number of reasons e.g. children without a suitable PE kit or children who have a medical exemption) will still be encouraged to have an active role in PE lessons. Teachers have 'non-participant role cards' which provide a variety of tasks to ensure all children are involved in PE lessons, even if they can't take part physically.

Monitoring & Evaluating

Subject monitoring and evaluating will be carried out by the PE Coordinator with support from the SLT where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE.

- Observation of teaching and learning, including support staff, to assist in the identification of strengths and development needs.
- Assessment of pupil progress and achievement
- Pupil interviews

Competition and School Sports Partnership

The school is an active member of the School Sports Partnership/PE Passport and values the contribution the partnership makes to PE and sport at Leadgate Primary School, as well as participating in activities that contribute towards the Sainsbury's School Games Award, for which we currently hold a Silver Mark.

In Key Stage Two we aim to attend competitions regularly. 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. Children will learn to win well, as well as lose well. These opportunities foster a sense of team spirit and co-operation amongst our children.

Policy review and update

Last reviewed : September 2021

Date of next review : September 2023