

# Leagdate Primary School

## PE Policy



Leagdate Primary School recognises the vital contribution of Physical Education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

We aim to provide a broad and balanced P.E. curriculum which is intended to develop children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using adapted activities where appropriate. 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.

## Subject Aims and Objectives

Physical Education is a foundation subject and is important to our school. 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 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**

- Lessons will be planned to provide challenge for the more able pupils and appropriate levels of support in order for all pupils to make progress.
- The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed.
- Lessons will provide appropriate activities which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

### **Planning the PE Curriculum**

PE is a foundation subject in the National Curriculum. Our school uses 'Get Set 4 PE' as a basis for planning.

We encourage the physical development of our children in EYFS as an integral part of their work. 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. As well as this they have a discrete weekly PE lesson focusing on specific PE skills.

The KS1 PE Programme of Study states that in KS1, children 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

In Key Stage 1, these are taught through dance, games and gymnastics and yoga, as well as athletics and fundamental skills.

The KS2 PE Programme of Study states that in KS2, children 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.

In Key Stage 2, these are taught through dance, games, gymnastics and yoga, as well as swimming and water safety, athletics and outdoor and adventurous activities.

The long-term plan maps out the PE activities covered in each term during the key stage.

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.

Years 6 attend a residential visit which allows children to take part in outdoor adventurous activities.

## Assessment and Record Keeping

Summative and formative assessment in PE is carried out by class teachers:

- Informally during the course of teaching through observation
- At the end of each unit of work teachers to complete pupil assessments in order to update the children's attainment and progress in that area of PE.
- These are used to assist in reporting to the parents and passed on to the following class teacher
- To inform future planning

## Planning for adaptation

When planning for adaptation, teachers take account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

Adaptation by task may be achieved when the children who are pursuing the same part of the programme of study are given a range of different but related tasks according to their levels of ability.

Adaptation by outcome may be achieved by setting tasks, which are suitable, and appropriate for all the children's starting level and which allow the more able children to be challenged.

Adaptation by support may be achieved when children are given focused support and reassurance to help improve their confidence.

## Equal Opportunities and SEND

At Leadgate Primary we teach PE to all children, whatever their ability or gender. 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. Assessment against the National Curriculum and PE units of work allow us to consider each child's attainment and progress against expected levels.

Intervention through Support Plans and EHCPs will lead to the creation of targets for children with special educational needs and necessary interventions linked to physical skills. The EHCP or support plan may include, as appropriate, specific targets relating to PE.

## **Health and Safety**

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.
- 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
- Suitable clothing should be worn by each child. All children should have a change of clothing (t-shirt/shorts/joggers/leggings) and suitable footwear (trainers/plimsoles) to participate in PE. If they do not have the correct clothing, spare PE kits can be obtained from the school office.

## **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**

All children at Leadgate Primary School take part in Sports Day. This is a combination of track and field events.

The school is an active member of the School Sports Partnership and values the contribution the partnership makes to PE and sport at Leadgate Primary School.

We make best use of the expertise provided through the partnership. For example by allowing coaches to teach and support school staff during PE lessons.

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 October 2024

Date of next review October 2026