



Policy: PE Policy

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Physical Education (PE) Policy

1 Aims and objectives

1.1 Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives. Physical Education at Nelson Academy also encompasses the mental health of our pupils and the positive effect that exercise and healthy living can have on the pupil's overall well-being.

1.2 The objectives of teaching PE in our school are:

- To enable children to develop and explore physical skills with increasing control and coordination;
- To encourage children to work and play with others in a range of group situations;
- To develop the way children, perform skills, and apply rules and conventions, for different activities;
- To show children how to improve the quality and control of their performance;
- To teach children to recognise and describe how their bodies feel during exercise;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success;
- To provide the children with the tools needed to maintain a healthy mind and body;
- To develop sportsmanship in the children, so that they can partake in team games and competition with a healthy and respectful attitude;
- To provide the children with methods and outlets for positive mental health.

2 Teaching and learning style

2.1 We use a variety of teaching and learning styles in PE lessons. Our principle aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2 In all class's children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as an 80m sprint);
- setting tasks of increasing difficulty, where not all children complete all tasks (e.g. gymnastics);
- grouping children by ability, and setting different tasks for each group (e.g. different games);
- providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

3 PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. As required, in Key Stage 1 we teach children 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. To participate in team games, developing simple tactics for attacking and defending and to perform dances using simple movement patterns.

In Key Stage 2 we teach pupils to use running, jumping, throwing and catching in isolation and in combination. To 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. To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. To perform dances using a range of movement patterns. To take part in outdoor and adventurous activity challenges both individually and within a team and to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

3.2 The curriculum planning in PE is carried out in two phases (long-term and medium-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devises this plan in conjunction with the PE teaching colleagues.

3.3 Teachers are responsible for completing our medium-term plans. This gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. Lesson objectives and outcomes are clearly stated and activity ideas included. The subject leader keeps and reviews these plans. Some lesson plans include objectives and activities set out by the REAL PE curriculum. This is a supportive but not exclusive planning tool.

3.5 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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4 The Foundation Stage

- 4.1** We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is 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, control of the way they move, and care in the handling of 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.

5 Contribution of PE to teaching in other curriculum areas

5.1 English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance. Development of technical vocabulary is encouraged.

5.2 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. The positive effects of healthy living and exercise on mental health is taught through PE lessons and Healthy living week.

5.3 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

6 PE and Technology

- 6.1 Information and communication technology** enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during outdoor activities.

7 PE and inclusion

- 7.1** We teach PE to all children, whatever their ability or individual needs. 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 good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.
- 7.2** When progress falls significantly outside the expected range, the child will be assessed and our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action

to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

- 7.3 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- 8.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. Teachers record the progress made by children against the learning objectives for their lessons on a tracking system that will follow the child through their school life. Teachers use this record of information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents.

- 8.2 The class teachers are able to track and discuss the pupils progress with the PE teachers in order to complete half termly assessments on Pupil Asset. The progress of children will be monitored and analysed by the PE subject leader. Any discrepancies will be discussed with the class teacher and PE teacher and appropriate support will be put in place.

9 Resources

- 9.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to all adults. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities, and the local swimming pool for swimming lessons.
- 9.2 **During the Covid 19 pandemic and in line with Government Guidance all shared spaces are cleaned and fogged between lessons. Any shared equipment is cleaned at the end of a session.**

10 Health and safety

- 10.1 It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity. Any children wearing earrings that cannot be removed will be made to work in isolation.

11 Extra-curricular activities

- 11.1 The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the

activity areas. The school sends details of the current club activities to parents at the beginning of the academic year. The school also plays regular fixtures against other local schools. 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. These opportunities foster a sense of team spirit and cooperation amongst our children.

12 Monitoring and review

12.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school. The subject leader gives the Principal an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and to undertake lesson observations of PE teaching across the school.

12.2 This policy will be reviewed at least every two years.

Signed: Lisa Limbert (PE Lead) and Sarah Wilson (Principal)

Date: January 2022