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Elsworth CE (A) Primary School

Physical Education (PE) and Physical Activities policy

February 2023

1 Introduction

At Elsworth CE Primary School, we believe that Physical Education is a vital and unique part of the curriculum. Physical Activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore, both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged and children enabled to make informed choices. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor and adventurous education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual children.

2 Aims and objectives

2.1 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 including Forest School and Outdoor Learning. 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.

2.2 The aims of PE and Physical Activity 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, showing regard to instructions and rules as these impact on safety;**
- **to develop the way children perform skills, and apply rules and conventions, for different activities;**
- **to increase children's ability to use what they have learnt to improve the quality and control of their performance;**
- **to teach children to recognise and describe how their bodies feel during exercise and to appreciate the benefits of a healthy lifestyle;**
- **to develop the children's enjoyment of physical activity through creativity and imagination, as well as being stimulating and challenging;**
- **to develop an understanding in children of how to succeed in a range of competitive sports and physical activities, and how to evaluate their own success;**

- to develop a positive attitude towards physical activity, health and hygiene;
- to develop communication skills, encouraging the correct use of terminology;
- to provide opportunities to develop personal characteristics like initiative, self-reliance and self-discipline.
- to provide our children with two hours of curriculum time PE every week.

3 Teaching and learning style

3.1 We use a variety of teaching and learning styles in PE lessons. Our principal 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. Combinations of collaborative and competitive activities are used to develop a sense of sportsmanship and to prepare them for activities outside of the school curriculum. They have the opportunity to use a wide range of resources.

3.2 In all classes 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 tasks of increasing difficulty, which include opportunities for talented children (e.g. sophisticated movements in gymnastics);
- setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as circuit training);
- providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).
- use of teaching assistants to support individuals/groups

3.3 Wherever possible specialists are invited to work in school to support PE and Physical activities. These visits enthuse the children and staff and we all benefit from their experience and expertise.

3.4 Children participate in intra- and inter- school competitions including Sports Day and competitions organised by the SCSSP (South Cambs School Sport Partnership).

4 PE curriculum planning

4.1 Our school uses The Cambridgeshire Scheme of work to plan our lessons.

In KS1 children:

- 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 are 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,
- to participate in team games, developing simple tactics for attacking and defending,
- to perform dances using simple movement patterns.

In KS2 children:

- 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 will enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught:

- to use running, jumping, throwing and catching in isolation and in combination,
- to play competitive games, modified where appropriate [for example, badminton, tag rugby, basketball, cricket, football, hockey, netball, rounders, lacrosse 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,
- to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

4.2 The current scheme of work operates on a two-year cycle.

For continuity and progression four areas of content are taught across all areas of activity:

- acquiring and developing skills

- selecting and applying skill, tactical and compositional ideas;
- evaluating and improving performance;
- knowledge and understanding of fitness and health.

Continuity refers to the repetition and consolidation of these essential elements:

- basic skill and body control;
- linking movement together;
- rules and procedures for safe activity;
- principles of health related exercise and an active lifestyle;
- observation and evaluation of physical activity.

Progression of physical experiences will be related to physical growth and development, as well as the key principles underlying the progression of material within an activity area. Pupils will receive progressively challenging but realistic learning experiences, which reflect their physical, social, cognitive and emotional level of development. The basic principles of changing space, equipment, people – and the specific movement activity will provide the framework for progression.

5 Professional Development

The greatest resource we have is the staff and their professional development is a cornerstone for the continuing improvement and success of our school. All staff working at the school are entitled to a framework of support to enable them to develop effectively, confidently and competently within their role. Training is available to staff to ensure that standards of delivery remain high. Local coaches are invited in to work alongside teachers and we believe that this raises the standard in these sporting areas. Elsworth CE Primary School is fully involved in the training opportunities offered by the SCSSP programme for staff and children.

6 Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Pupils are encouraged to evaluate their own work and to suggest ways to improve. Teachers compare the progress made by children against the learning objectives for their lessons. Teachers make an annual assessment of progress for each child, as part of the school's annual report on achievement and attitude, in PE, to parents.

7 Resources

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 children only under adult supervision. 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. Mats are stored in the indoor store area. Mats are to be used for exits to cushion landings during PE lessons but not as safety precautions. Both the hall and outdoor PE stores display clear signs informing children not to enter without adult supervision. The indoor equipment is stored in the hall cupboard and a music centre is available for

dance lessons. The children use the school field and playground with markings for games and athletics activities, and a local swimming pool for swimming lessons. PE equipment is checked regularly and stock replenished as often as the budget allows. It is the responsibility of all teaching staff to check equipment before use. Any unsafe/unsuitable equipment is removed immediately. If this is not possible, a sign is attached informing staff not to use. A note is also made on the staff notice board. Teachers have access to PE literature, which is stored in the staffroom. Separate resources are available for curriculum PE and playtime sports and games. Both sets of equipment also offer a range of opportunities to improve fine and gross motor skills as well as hand and eye coordination e.g. through balancing, juggling and bouncing toys.

8 Out of Hours Learning Programme

8.1 The school provides a range of Out of Hour physical activities for children at the end of the school day for both key stages. These encourage children to further develop their skills in a range of the activity areas. Trained teaching staff or appropriately qualified coaches lead Out of Hours Physical Activities. The school also participates in sporting competitions 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

8.2 At playtimes and lunchtimes, a wide range of sporting and activity based toys and games are available for the children in both key stages encouraging positive relationships, physical activity and development. Play Leaders (who are trained at the beginning of the year) organise games to use during break times to encourage children to participate in sporting activities.

8.3 The playground and field are safe and stimulating areas in which the children can play and be active on at playtimes and lunchtimes. The outdoor areas and hall are used for Out of Hours clubs.

9 Health and safety

9.1 The general teaching requirement for health and safety applies to this subject. Reference should be made to 'Safe Practice in Physical Education', which is kept in the staffroom. We encourage the children to consider their own safety and the safety of others at all times and they are expected to show awareness of this through their behaviour during the lessons and when changing for the lesson. We expect them to change for PE into the agreed clothing for each activity area. In the hall nothing is worn on the feet, whereas appropriate footwear is worn for all outdoor activities. No jewellery is to be worn for any physical activity. Long hair must be tied back. Parents are informed of PE clothing requirements in the school handbook and newsletters and children are reminded before each lesson. Teachers set a good example by wearing appropriate clothing when teaching PE. Throughout the school, children are taught how to lift, carry, lower, assemble and use equipment safely. Staff check the equipment each session to ensure that it is safely assembled and prepared for use.

9.2 All teachers carry out dynamic risk assessments in all lessons as part of the natural lesson process e.g. assessing weather conditions.

9.3 Where appropriate, safety procedures such as handling equipment is detailed in the medium term plans.

9.4 In the hall, the large apparatus is given an annual check by an LA Contractor.

9.5 For swimming lessons teachers, who have received training, will teach the children and lifeguard assist.

10 Monitoring and evaluation

Provision for PE is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning by subject leader/headteacher
- Half termly Subject Leader Assessment Monitoring (SLAM) sessions
- Audit of policies and Schemes of Work
- Discussion at staff and governor meetings
- Sharing of classroom work and practice