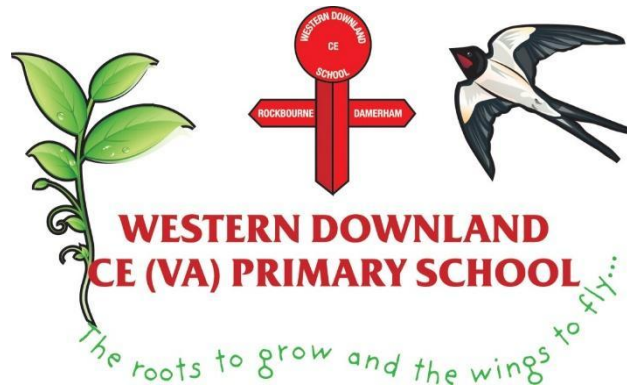


**Physical Education (PE) Policy**  
Western Downland C.E. Primary School  
In partnership with parents we aim to provide the children with:  
*'The roots to grow and the wings to fly.'*



## **Physical Education Policy**

# **Western Downland CE (VA) Primary School**

**Reviewed: June 2022**

**Next Review: June 2024**

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**POLICIES AND PROCEDURES PROFORMA**

<b>Subject and Version of Document:</b>	PE Policy 2022
<b>Author:</b>	Emily Savage
<b>Persons/Committees etc consulted whilst document in draft</b>	Teaching Staff
<b>Date agreed:</b>	Summer 2 2022
<b>Date of next review/update and by whom:</b>	Summer 2 2024 Subject Leader and Staff
<b>By whom agreed:</b>	Teaching Staff
<b>Copy obtainable from and/or distribution:</b>	School Office
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<b>Responsibility for dissemination to new staff:</b>	Emily Savage
<b>Principal Target Audience:</b>	All staff and parents

**Amendments Summary:**

<b>Amend No</b>	<b>Issued</b>	<b>Page</b>	<b>Subject</b>

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## **MISSION STATEMENT**

Learning in Physical Education is underpinned by our school learning values, the statutory requirements of the National Curriculum/Early Years Foundation Stage and delivered through the school's Christian values of Love, Fellowship and Righteousness.

From our curriculum, pupils will become physically educated through experiencing a range of activity areas that:

- develop fellowship through communication and collaboration with an open mind-set to the various talents of every child and adult;
- build confidence to take part in physical activity;
- develop competence in a range of physical skills;
- encourage critical thinking and problem solving;
  - foster a love and understanding of their body and how to treat it well both mentally and physically.

Children in our school will be given the roots to grow and the wings to fly. We aspire to give children the knowledge, skills and understanding to enable them to be confident and safe in their physical ability now and into their future.

## **1 Aims and objectives**

- 1.1** 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. We also wish to foster a love of their bodies through learning how to keep healthy physically, emotionally and mentally.

The aims of Physical Education are to:

- develop fellowship through communication and collaboration with an open mind-set to the various talents of every child and adult;
- build confidence to take part in physical activity;
- develop competence in a range of physical skills;
- encourage critical thinking and problem solving;

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- foster a love and understanding of their body and how to treat it well both mentally and physically.

## **2 Teaching and learning style**

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.

**2.1** 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/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 classes there are children of differing 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 how many bounces of a ball in a minute.
- setting tasks of increasing or varied difficulty, where not all children complete all tasks, e.g. task 1- standing still throw and catch, task 2- run and throw and catch.
- grouping children by ability and setting different tasks for each group, e.g. different games;

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- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment, music for dance.

### 3 PE curriculum planning

PE is a foundation subject in the National Curriculum. In Key stage one pupils 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. This is done through being 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 Two pupils should 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 should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

This is done through being 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.

**3.2** 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

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Foundation and key stages. The site curriculum co-ordinator works this out in conjunction with teaching colleagues in each year group.

- 3.3** At KS1 and 2 the PE units are taken from a variety of resources. (Val Sabin, Chance to Shine, Anton Junior)
- 3.4** At KS1 and 2 we use the REAL PE planning integrated into our indoor and outdoor lessons. REAL PE is a unique, child-centred approach that transforms how we teach PE to engage and challenge EVERY child in primary school. The pupils will begin in KS1 and work through the FUNs cards throughout their time at Western Downland, allowing them to make progress at a personalised level.
- 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 planned progression built 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 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 challenges, 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. It is an important part of Speaking and Listening in particular the strand of Group work and Collaboration.

### **5.2 Information and communication technology (ICT)**

We use ICT to support PE teaching when appropriate. In games, dance and gymnastics children make digital images and video recordings of their performance, and use them to develop their

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movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

### **5.3 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.

### **5.4 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 Teaching PE to children with special needs**

**6.1** We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Education and Health Care Plans (EHCP).

## **7 Assessment and recording**

**7.1** Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons within Insight and through GetSet4PE's assessment tracker which means the information can be used 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 child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

**7.2** The site curriculum co-ordinators keep photographic and video evidence of children's work. This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school..

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### 8 Resources

**8.1** There is a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the PE shed at Rockbourne, and this is kept locked. Each class teacher has a key which is kept within the classrooms. This is available to staff and pupils. A large amount of PE equipment and apparatus for KS1 is kept at Damerham Village hall. We expect the children to help set up and put away this equipment as part of their work and by doing so, the children learn to handle equipment safely. At both sites the children use the school field for games and athletics activities.

### 9 Health and safety

**9.1** The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change 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.

**9.2** The school's policy on wearing jewellery to school is based on Hampshire County Council's 'Safety in Physical Education and Sport.'

All jewellery and other personal effects such as watches, necklaces, body piercings etc must be removed for physical education and related activities.

Ideally, jewellery other than watches should not be worn to school in the first place,

Where jewellery is worn, it must be removed for physical activities

If under exceptional circumstances it cannot be removed (eg. cultural practice or newly pierced ears), the risk of injury should be reduced where it is practicable to do so. This could be by:

Bracelets being secured by the use of a wrist sweatband

Studs being secured by the use of micropore tape or masking tape (not Elastoplast or Sellotape) but care must be taken to cover the spike at the back of the ear lobe effectively

Although the element of risk can be reduced by the use of tape, those actions do not make the situation safe.

Similar action may be agreed when a child or young person has had his/her ears newly pierced, but only for an agreed period of four full weeks. Current medical opinion states this time (four weeks) for the normal healing process to be completed.

Teachers and other school staff should not involve themselves in the process of earring removal or taping.

The simplest option is for children not to wear jewellery to school on P.E days. It is the parents'/guardians' responsibility to apply



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micropore tape before school if it is required, and to train their children to take out and to put in earrings. Such training will support the policy of the school and enable teachers to ensure that children and young people are dressed safely for PE activity.

We encourage children to take responsibility for their own personal effects.

### **10 Monitoring and review**

**10.1** The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of P.E.coordinator. The work of the P.E. coordinator also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

### **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 each term. These currently include:

**Infants-** Dance and Drama at the village hall ; ball skills led by a pupil from Burgate ; short tennis in the summer.

**Juniors-** Netball, Multi-Sports, Football, Tennis,

We compete in the following sports: Girls and boys football, Tag rugby, Netball Cross-country, Rounders, Tennis, Cricket, Aqua Splash, Gymnastics,

#### **Contact with Outside Agencies**

The school is actively involved with the New Forest Schools Sports Partnership which is currently led by James Cross. This gives the school the opportunity to compete against other schools across the county in a great variety of different sports. The school is an active member of the village schools network. This involves supporting, organising and hosting events e.g. Infant and Junior Sports days. Burgate Secondary School also play an active role in organising inter school competitions in which our school regularly participates. The school also plays 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 co-operation amongst our children.

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- 11.2** The school also has 4 Sports Ambassadors who work alongside the local Secondary school's Youth Ambassadors to promote an active and healthy lifestyle within school.