

Marsh Green Primary School



Physical Education Policy

Updated 2020.

To be reviewed: June 2022

Marsh Green Primary School Physical Education Policy

Aims and Objectives

PE develops 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. PE 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.

Objectives

- To enable children to develop and explore physical skills with increasing control and co-ordination.
- To encourage children to work and play with others in a range of group situations.
- To develop the way in which children perform skills, 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.
- Providing specialist support where individual children have particular gifts and talents.

Teaching and Learning Styles

We use a variety of teaching and learning styles in our 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. 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.

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.

PE Curriculum Planning

PE is a foundation subject in the National Curriculum. As required, we teach dance, games and gymnastics at key stage 1. In key stage 2, we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics.

The curriculum planning in PE is carried out in three phases:

- Long term planning
- Medium term planning
- Short term planning
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The long term plan maps out the PE activities covered in each term during all key stages. We use a national scheme of work as the basis for 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. Class teachers complete a plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives details of how each lesson is to be taught. The class teacher keeps these individual plans. 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 school.

Foundation Stage

We encourage the physical development of our children in the Reception and Nursery classes as an integral part of their work. As the 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, 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.

PE in other Curriculum Areas

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.

Maths

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.

Personal, Social, Citizenship and Health Education (P.S.C.H.E)

Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. The teaching of PE offers opportunities to support the social development of children through the way in which 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 cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and each other.

PE and ICT

Information and Communication Technology enhances the teaching of PE, where appropriate, in all key stages.

PE and Inclusion

We teach PE to all children, whatever their ability or individual needs. PE forms part of 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, special gifts and talents and those learning English as an additional language. We take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors- equipment, teaching styles, differentiation- so that we can take some additional or different action enabling the child to learn more effectively.

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.

Assessment for Learning

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 in which to improve.

Resources

There is a wide range of resources to support the teaching of PE across 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 to set up and put away the 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.

Through the breadth and depth that our curriculum offers, children are equipped with the tools to live and lead a healthy lifestyle.