



**Physical Education Policy
2017-18**

Policy Creation and Review	
Author(s)	Clare Barber, Sam Dutch and Regina Codjoe
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1. **Introduction**

'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.' - *The National Curriculum (2013)*

At Odessa Infant School, we believe that PE is vital to pupil's physical, emotional and social development as well as their health. PE enables pupils to develop their self-confidence and competence in a variety of physical activities. Physical Education is one of the statutory foundation subjects within the National Curriculum. It is important that pupils are given the opportunity to participate in a wide range of activities so that they are more likely to continue to be physically active throughout their lives. We believe PE to be an integral part of the curriculum which should be enjoyed by all pupils. It is a real opportunity for both teachers and pupils to consolidate and work on the values that underpin our school and its beliefs.

By providing a balance of individual, team, co-operative and competitive activities, it is intended to meet the needs of individual pupils including those with High Level Special Needs. Learning situations should be enjoyable, stimulating, and challenging, based on progressive learning and varied teaching styles.

Physical education promotes an understanding in pupils of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

2. **Aims and Objectives**

We aim to be a school where physical education caters to the needs and aspirations of each pupil, and where every pupil has the opportunity to take part in sport. We aim to provide a broad and balanced P.E. curriculum to aid pupils increasing self-confidence in

their ability to manage themselves and their bodies within a variety of movement situations.

Physical development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
- To appreciate of the value of safe exercising.

Social and emotional development:

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another
- To develop a sense of fair play.

Cognitive development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body.
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - trying your best is just as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.

- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

3. Teaching and Learning Style

Physical education is concerned with developing good quality performance and at the same time enabling every pupil to become independently active. We believe that through the variety of opportunities that PE offers, 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 use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the pupils' knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/paired/group activities. We cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. 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 there are pupils of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this through using STEP differentiation:

- **Space:** modifying the space in which the activity is happening. E.g. increasing or decreasing the area, changing the distance or direction or adjusting personal and group space.
- **Task:** Modifying what is happening in the task. E.g. changing the rules or demands of the activity, changing the length of time, or changing the teaching cues.
- **Equipment:** Modifying the equipment pupils are using. E.g. changing the size of the target, the amount of equipment or the arrangement of the equipment
- **People.** Modifying the people that are involved in the task. E.g. pupils working alone, in pairs, in bigger or smaller team or as a leader or follower.

All pupils are encouraged to join clubs and extend their interest and involvement in sport. We encourage pupils to develop their creative and expressive abilities, through improvisation and problem-solving within sport. Pupils are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is closely aligned with our policy on Personal, Social and Health Economic Education (PSHE).

Through the government's Sports Premium funding, the school provides opportunities for pupils to work with outside specialist sport coaches to improve their ability as well as providing specialist equipment for the sports taught.

4. PE Curriculum Planning

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, games, gymnastics and athletics as well as swimming and water safety.

We plan a range of activities that aim to provide pupils with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years.

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 in each year group.

Our medium-term plans, which we have adopted from the national scheme, give 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. The subject leader keeps and reviews these plans.

Class teachers complete a daily plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis. These are handed in during weekly planning scrutinies.

We plan the PE activities so that they build upon the prior learning of the pupils. While there are opportunities for pupils 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.

5. The Foundation Stage

We encourage the physical development of our pupils in the Nursery and Reception classes as an integral part of their work. We relate the physical development of the pupils to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for pupils aged three to five years of age. We encourage the pupils to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all pupils the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

6. Links with other Subjects

PE can link to other subjects, e.g. English, (recount/report/ instructions), Science (body parts/pulse rates) and Maths shape/position /directions/counting and graphical representation of data). Computing is also recognised as a potential tool for recording movements and actions to develop pupil's ideas as well as the appropriate use of audio visual and data logging equipment. It can also link to topic areas in History and Geography through looking at different dances in the topics covered.

7. Teaching P.E. to children with Special Educational Needs

At our school we teach PE to all pupils, regardless of ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. 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 pupils different needs. Assessment against the National Curriculum allows us to consider each pupils attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and variation - so that we can take some additional or different action to enable the pupils to learn more effectively. This ensures that our teaching is matched to the child's needs.

The class teacher will work in conjunction with the SENCO, P.E Co-ordinator and the support teacher/assistant to ensure that the framework is appropriate to the needs of the pupils on the code of practise. The support teacher/assistant should be fully briefed beforehand, and the objective of the lesson clearly identified.

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

8. Equality

The pupils in our school represent many different cultures and faiths; to this end we aim to provide a P.E curriculum which is accessible to all our pupils. Materials should be chosen carefully, avoiding stereotypical images. All aspects of PE are taught in such a way as to include all pupils regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies. Lessons are planned to cater for each pupil's individual needs

9. Assessment and Recording

Teachers assess pupils' work in PE by making assessments as they observe them working during lessons. Regular opportunities are also provided for pupils' peer and self-assessment. They record the progress made by pupils against the learning objectives for their lessons. At the end of a unit of work, teachers put their assessment into Pupil Tracker. This information is used to plan the future work of each pupil. These records also enable the teacher to make an annual assessment of progress for each pupil, as part of the pupil's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

10. Resources

There is a wide range of resources to support the teaching of PE across the school. The resources needed are located around the school lunch hall. The hall has a range of gymnastic apparatus and a climbing frame appropriate for all pupils. There is also a range of equipment at the back of the hall that is suitable for lessons.

The hall is used for timetabled PE lessons and teachers can also use the playground as well. The lunch hall is the only hall available for P.E lessons thus teacher must ensure they finish lessons on time. Teachers have access to literature via the co-ordinator and can rely on advice from the co-ordinator. The pupils use the school playground for games and the local swimming pool is used by the Year 2 for swimming lessons.

11. Health and Safety

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. As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury. Teachers are aware of noise levels, and ensure that they are appropriate to the task and place (e.g. hall - awareness of classrooms around the edge and the task in hand) Talk should be focussed on the task.

We expect pupils to wear the correct PE kit. This should be:

- A plain white t-shirt
- Shorts or tracksuit trousers in red
- Trainers or plimsolls
- Pupils will work in bare feet for all indoor and apparatus work

Pupils should not wear jewellery during PE lessons and long hair should be tied back.

Teachers and support staff involved in the lesson are expected to wear suitable clothing and footwear for teaching PE to be a role model for the pupils.

12. Monitoring and Review

The monitoring of the standards of pupils 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 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.

Monitoring of Target Tracker is carried out each term and termly reports are produced by the Coordinator; findings and actions are shared with the whole school. The PE subject leader gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. This is then used to help construct the following year's subject development plan.

13. Extra-Curricular Activities

Our extra-curricular programme, at the end of the school day, compliments and supplements the range of activities covered in curriculum time. It reflects a breadth and balance across many areas of activity. The content aims to be varied - including competitive and non-competitive; team and individual based clubs appropriate for all pupils.

The school sends details of the current club activities to parents at the beginning of each term. We follow a range of inter-school fixtures, tournaments and festivals. This complements the competitive element to team games and allows the pupils 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	PE - Gymnastics: Travelling Games 1 - Bean Bag skills	PE - Dance: The Magic Toys Games 1: Ball skills	PE - Gymnastics: Movement & Sequence Games 2: throwing and catching skills	PE - Dance: Animals Games 2: aim and control skills	PE - Gymnastics: Floor work Net & Wall Games: Softball Tennis	PE - Dance: Weather & Seasons Athletics
Year 2	PE - Gymnastics: Travelling & Balance Games 2 - Racket skills	PE - Dance: Life cycles Games 2: Football skills	PE - Gymnastics: Sequences & Apparatus Invasion Games: Basketball	PE - Dance: Colours & Moods Invasion Games: Netball skills	PE - Gymnastics: Floor work Net & Wall Games: Tennis	PE - Dance: Weather & Seasons Athletics