



GOODYERS END PRIMARY SCHOOL

PHYSICAL EDUCATION (PE) AND ACTIVITY POLICY

This document is to enable the Governing Body of the school to ensure effective management of teaching and learning, compliance with National Requirements and quality provision to all pupils.

Adopted by the Governing Body:

Signed: Chair of Governors

..... Headteacher

Date: Spring 2018

Date of next review: Spring 2021

The review of this policy will be in line with the SIDP matrix and in light of continuous monitoring as well as any new legal requirements and guidance.

Based on good practice and consultation with other schools and organisations via the Internet

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Review date	Spring 2021

Please note that this policy supports the School's Teaching and Learning Policy.

Physical Education – This is curriculum-based learning, which takes place in lessons.

Physical Activity – This is the learning that takes place in a more informal setting.

RATIONALE

Goodyers End Primary School seeks to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites pupils and staff alike. We see Physical Education as a vital part of the educational experience as a whole which is essential to the development of the whole child –academic, social, emotional and physical. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self-esteem in a safe and supportive environment.

We strive to maximise opportunities for all children and adults associated with the school to be physically active by promoting all avenues for activity. This includes the curriculum, environment and wider community.

1. AIMS AND OBJECTIVES

1.1 AIM

To ensure that all aspects of physical activity in school are promoted for the health and well-being of pupils, staff and other stakeholders.

1.2 OBJECTIVES

Physical education offers opportunities for children to:

- acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical contexts;
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- set targets for themselves and compete against others, individually and as team members;
- understand what it takes to persevere, succeed and acknowledge others' success;
- respond to a variety of challenges in a range of physical contexts and environments;
- develop their ideas in a creative way;
- become skillful and intelligent performers;
- take the initiative, lead activities and focus on improving aspects of their own performance;
- discover their own aptitudes and preferences for different activities;
- make informed decisions about the importance of exercise in their lives;
- develop positive attitudes to participation in physical activity and increase self-esteem;
- to provide and promote opportunities for staff and pupils to be physically active throughout and beyond the school day;
- to increase physical activity levels of pupils.

(National Curriculum 2014)

2. TEACHING AND LEARNING STYLE

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2.1 A variety of teaching and learning styles are used in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding which is done through a mixture of whole-class teaching and individual/group activities which will meet the needs of all learners.

2.2. We provide equal access to PE for all pupils to enjoy and succeed. Children demonstrate differing physical ability; therefore we provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, eg timed events, such as an 80 m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, eg the high jump;
- grouping children by ability and setting different tasks for each group, eg different games;
- providing a range of challenge through the provision of different resources, eg different gymnastics equipment.
- children having opportunities to collaborate and compete with each other, using a range of resources.

3. PE CURRICULUM PLANNING

3.1 The PE Curriculum is based on the guidance given in the revised National Curriculum (NC) 2014. Each child will receive the following **ACTIVE** PE time per week in line with the DFE Outstanding PE Document:

- Foundation Stage: 45 minutes x 2 lessons, 20 minutes per day of active play activities.
- Year 1 and 2: 60 minutes x 2 lessons.
- Year 3 and 4: 60 minutes x 2 lessons (one of which is a 30 minute swimming lesson in a block.
- Year 5 and 6: 60 minutes x 2 lessons.

3.2 Planning: The school scheme of work operates on a 2-year rolling cycle and is based on the progressive learning objectives outlined in the NC. The specific content of each area is outlined in the curriculum map. In Year 3 a block of time will be dedicated to swimming.

Planning is based on the 4 main aims of the NC 2014:

- developing competence to excel in a broad range of physical activities;
- pupils are physically active for sustained periods of time;
- pupils engage in competitive sports and activities;
- pupils lead healthy, active lives.

4. CONTRIBUTION OF PE TO TEACHING IN OTHER CURRICULUM AREAS

The (Chris Quigley) Key Skills are identified within medium term plans with opportunities identified to reinforce links between subjects.

Cross Curricular links:

4.1 English

- Speaking and listening
- Subject-specific vocabulary

4.2 Mathematics

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- Speed
- Distance
- Time
- Measuring
- Recording
- Handling data

4.3 PSHE

- Teamwork
- Team building
- Healthy eating
- Personal hygiene
- Sportsmanship
- Disabled athletes

4.4 Geography

- Map reading

4.5 Music

- Interpretation of music through rhythm and tempo

4.6 History

- History of significant sporting events and sportsmen

4.7 Science

- Health and fitness

4.8 ICT

- Use of stopwatches
- Use of digital camera and digital video
- Use of spreadsheets for recording and interpreting data
- Use of the internet

5. PE AND INCLUSION

At Goodyers End Primary School we teach PE to all children, whatever their aptitude or ability. PE encourages children to make a positive contribution to the school and the wider community by respecting others and working together. It also develops team skills, which will contribute to their future social and physical well-being. PE promotes academic learning, self-esteem, social interaction, team work and life skills such as how to win and losing with dignity. Active children develop a longer attention span during lessons which leads to improved concentration.

The school will make any necessary adaptations to enable pupils with specific physical disabilities to participate as fully as possible in all aspects of physical activity.

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6. ASSESSMENT FOR LEARNING

Please refer to the school's Marking and Feedback Policy.

We assess the children throughout each taught session in order to make sure they make good progress. Teachers formally assess the attainment of pupils using a skills based assessment at the end of each unit of work.

7. STAFFING/COMMUNITY PARTNERS

The full PE curriculum is taught by the class teacher to their own class or by external coaches as appropriate. In KS2 swimming is delivered by specialist swimming instructors from the Local swimming pool.

- The school is part of the Bedworth Primary School Sports Association (BPSSA) and North Warwickshire School Sports Partnership (NWSSP) and competes within local leagues and tournaments.
- Links have been established with a number of local clubs through promotion of their activities (posters and leaflets sign posting) and also visits to the school.
- Teaching Assistants and parents sometimes assist with the provision of after school clubs.
- Other adults (coaches) delivering PE and school sport will be appropriately recruited, appointed, inducted, monitored and their practice evaluated to ensure their provision fits in with the aims and curriculum of the school.

8. RESOURCES

There is a range of resources to support the teaching of PE across the school. These include:

- LCP schemes of work for Gymnastics, Dance, Games and Athletics
- Val Sabin schemes of work for Gymnastics, Dance, Games and Athletics
- AVIVA athletics scheme
- TOPS cards for Gymnastics, Dance and Games
- ECB scheme of work – teach cricket
- Level 1 FA coaching file for football
- LTA Out of Hours Schools Toolkit

A variety of other resources are also available in shared areas.

9. HEALTH AND SAFETY

Risk assessments are carried out in accordance with the school's Health and Safety Policy and with reference to the British association of advisors and lecturers in physical education Safe Practice in Physical Education guidelines. Regular checks and visual risk assessments are made by all teachers, to ensure health and safety of pupils in lessons. Annual safety checks and repairs are carried out on gymnastic equipment and staff check apparatus prior to use in lessons. If a potential hazard is identified, equipment is immediately taken out of use. Regulations with regards to swimming lessons follow the guidelines in the Warwickshire Swimming Policy.

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9.1 To ensure safe practice pupils are taught:

- to consider their own and others' safety in all activities undertaken;
- to understand the importance of warming up and recovery exercise, thus preventing injury;
- to lift, carry and place equipment safely;
- to observe the rules of good hygiene;
- to tie back long hair;
- to understand why particular clothing, footwear and protection are worn for different activities;
- to understand the safety risks of wearing inappropriate clothing, footwear and jewellery;
- to respond readily to instructions and signals within established routines and follow relevant rules and codes;
- that in all activities that involve children working above floor level, cushioned mats must be used.

10. EXTRA-CURRICULAR ACTIVITIES

The school provides a range of PE-related activities for children at school. Sometimes activities are offered at lunchtimes or before and after school. These encourage children to further develop their skills in a range of the activity areas.

10.1 Break times / lunch times There are markings on the playground in order to stimulate children at playtimes. Children are encouraged to throw and catch at play. Each phase has its own playground equipment to play with at lunchtimes. The children are responsible for monitoring their equipment and handing equipment out to their friends. In addition, children are encouraged to use the field and the 'assault course' at lunchtime (dependent on the weather). Play Leaders are trained to encourage younger children to engage in a number of organised games.

10.2 After school clubs Pupils are encouraged to take part in a range of clubs, and be involved in deciding the clubs offered. Registers of clubs are kept and certificates of attendance are awarded to pupils who complete all sessions.

10.3 Competition The school is an active member of the Bedworth Primary Schools Sports Association and competes in regular fixtures and tournaments against other local schools. Pupils take part in a range of intra-school (Sports Day and mini-tournaments) and inter-school competitions organised through the BPSSA.

10.4 School trips and visitors Further opportunities for sport and physical activity at GEPS include taster sessions, residential visits for adventurous outdoor activities, Sport Against Drugs Day and walk to school week.

11. MONITORING AND REVIEW

Monitoring takes place in line with the school's Monitoring and Evaluation Policy. The member of staff with responsibility for extra-curricular activities also reports termly to governors on participation and success in competitive sports.

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