



Physical Education (PE) Policy 2023/24

Introduction and subject definition

At our schools we believe that physical education makes a valuable contribution to the whole school curriculum. Pupils are involved in developing their skills, knowledge and understanding within a range of physical activities so that they can perform with increasing competence and confidence. Physical education provides the opportunity for all pupils to be creative, competitive and work together cooperatively in a variety of different contexts. The different learning experiences within physical education encourage spiritual, moral, social and cultural development alongside personal growth in terms of self-confidence and self esteem. The physical education experience provides intellectual and physical challenges, which promote positive attitudes to learning. Physical education teaches pupils the importance of physical activity and its contribution to a healthy life style.

1 Aims and objectives

1.1 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. Physical education promotes an understanding in children 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.

The aims of PE are:

- 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 children perform skills and apply rules and conventions for different activities;
- to teach children the importance and benefits of safe exercise;
- 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;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to show children the benefits of both cooperation and competition in improving performance, and to teach them when each is appropriate;
- to develop in children an enjoyment of and life long passion for and participation in sport and physical activity;
- to encourage them to take part in out of school hours clubs;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate and improve their own performance and that of others.

2 Teaching and learning style

2.1 We use a variety of teaching and learning styles in PE lessons through a mixture of whole-class teaching, individual, pair and group activities. Teachers draw attention to good examples of performance as models for the other children and we encourage the children to evaluate and improve their own work.

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;
- setting tasks of increasing difficulty, where children participate up to their individual ability and are then stretched to progress beyond this;
- grouping children by ability, where appropriate, and setting different tasks for each group;
- providing a range of differentiated challenges.

3 PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Our schools use the Cambridgeshire scheme of work for Physical Education as the basis for its curriculum planning in PE. We teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety (for KS2), and athletics. In addition, children in Year 6 take part in outdoor and adventure activities and a residential visit.

4 Time Allocation

Each class has two hours of PE per week. This includes team building, games, dance, gymnastics, athletics and outdoor activities. Classes in KS2 will also participate in swimming for half a term. There are also a variety of lunchtime and out of school hours clubs available to increase the time pupils are spending doing physical activities.

On the 3 days that classes don't have PE lessons they participate in the Daily Mile and spend 15 minutes running outside. The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances.

5 Cross curricular links

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 also an opportunity to extend, use and develop related vocabulary.

5.2 Information and communication technology (ICT)

We use ICT to support PE teaching where appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Children may use laptops and interactive whiteboards to record the order of movements in their sequences of

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work. Children compare and evaluate their own and each other's performances from recordings, using these to improve the quality of their work. ICT is used to stimulate pupils by showing good examples of work by professionals. This is often used as a starting point for activities.

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

PE contributes to the teaching of Personal, Social and Health Education. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these aspects within the context of healthy lifestyles. PE also provides an opportunity to discuss the important role that physical activity should play throughout their lives.

5.4 Spiritual, Moral, Social and Multi-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 others. Multi-cultural links are made where relevant and appropriate (e.g. through dances from different cultures), to celebrate the diversity within our community.

5.5 Science

We link to topics on the human body, growth and change, learning about changes in the body during exercise and how regular exercise can keep us healthy as we grow and get older.

6 Equal Opportunities and Inclusion

6.1 Equal opportunities within physical education reflect the whole school philosophy on equality of access and opportunity. Curriculum planning and the teaching of physical education will take into account the pupil's age, attainment, gender, ethnicity, cohesion, the travelling community and special educational needs to ensure the learning environment and experiences enable each pupil to achieve their full potential.

7 Assessment

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. Assessment criteria for all areas of PE are issued by the subject leaders so that teachers can review the progress of their children and compare them against national expectations. Teachers assess and record each child's performance against these criteria, noting children whose performance exceeds or falls behind expectations. Teachers also make other comments in the PE section of their assessment file in order to help them record progress in the end of year reports to parents and to ensure that there is continuity and progression in the subject both within and across key stages. The teacher also passes this information on to the next teacher at the end of each year. At the end of the key stage, information about

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children's levels and special achievements within PE are passed on to the appropriate secondary school. PE subject leaders monitor assessment data and progression throughout the year.

7.2 The PE subject leader keeps photographic and video evidence of children's work (on the PE notice-board and subject leader files). This demonstrates good practice in PE in each year of the school.

8 Resources

There are a wide range of resources to support the teaching of PE across the schools. We keep most of our equipment in the PE store, and this is accessible only to adults and designated PE monitors. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment (under close adult supervision) as part of their work. By doing so, the children learn to handle equipment safely and respectfully. The children use the school field for games and athletics activities as well as the school swimming pool or a swimming pool nearby.

Use of the Sports Premium funding has been decided strategically by the senior management team and subject leaders and this will be used to ensure high quality teaching and learning. PE is also allocated a small budget to be spent by the subject leaders and is used on renewing and replacing resources and on staff development. We also raise money through sponsored events.

9 Health and safety

9.1 The general teaching requirement for health and safety applies in this subject. We encourage the children and adults to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

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 the PE subject leaders. The work of the subject leaders 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. The PE subject leaders have specially-allocated, regular management time in order to improve their subject area. The subject leaders monitor one aspect of the delivery of the PE curriculum each term in a variety of ways including observing lessons, monitoring planning and talking to children and staff.

11 Extra-curricular activities and community links

11.1 The school provides a range of PE-related activities for children at the start and 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. The school also plays regular 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.

11.2 The community supports the delivery of the PE National Curriculum through the provision of after school clubs. We also run clubs aimed at less active children. We support the community through our link with local sporting clubs and letting our facilities out. School performances allow the community to enjoy and appreciate elements of PE such as dance and gym.

12 Professional development

Teachers are encouraged to request training in the areas they feel least confident. The PE subject leaders will advertise training courses available locally or arrange for coaches to come and work with staff to improve their teaching. Where monitoring shows school wide needs, this training is bought in for the whole staff.

13 Policy Review

Before its implementation, the teachers, head teacher and governors all read and accepted this policy.

It will be reviewed after the first year of implementation by the PE subject leaders and the head teacher. The review will take into consideration the teachers opinions, review and monitoring information, pupils levels of attainment and inspection data. Changes to the policy must be accepted by the head teacher and governors prior to implementation. After the first year the PE policy will be reviewed yearly to ensure that the policy is usable and useful.

Signed: PE Subject Leaders

Date: September 2023

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