

## Physical Education (PE) Policy

### 1 Aims and objectives

**1.1** At Bankfields Primary School we believe that physical education (PE), experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. Children develop knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities. The PE curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Teaching of PE is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. PE 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 provide the children with knowledge to make informed choices about physical activity throughout their lives. PE is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and physical techniques.

### 1.2 The aims of PE are:

- 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
- 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 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 promote positive attitudes towards health, hygiene and fitness.
- to foster an appreciation of safe practice.
- to develop a sense of fair play and sportsmanship.
- to offer children a range of exciting afterschool opportunities and take to encourage them to develop their skills with clubs in the community.

### 2 Teaching and learning style

**2.1** At Bankfields Primary School 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/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

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with each other, and they have the opportunity to use a wide range of resources.

- Be given opportunities to develop imagination and co-operation to achieve shared goals. (Teamwork)
- Be given opportunities to develop personal characteristics like initiative, self-reliance and self discipline (Self knowledge)
- Children will be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement. (Kinesthetic)
- Children will be made aware of simple physiological changes that occur to their bodies during exercise. (Physiology)
- Be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged. (Problem solving)
- Be given the opportunity to develop areas of activity of their choice in extra-curricular time.
- Make full use of the facilities here to prepare a child mentally and physically for key stage 3 and beyond.

**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 differentiating the challenge of the task to the ability of the child. We achieve this through use of the STEP (Space, Task, Equipment, People) framework to make suitable changes to lessons.

### **Space**

- Changing the space in which the activity is taking place e.g. a bigger or smaller playing area

### **Task**

- setting common tasks that are open-ended and can have a variety of results
- setting tasks of increasing difficulty, where not all children complete all tasks
- changing the nature of the task to meet the children's needs

### **Equipment**

- providing a range of challenge through the provision of different resources, e.g. different size, type or colour equipment.

### **People**

- grouping children by ability and setting different tasks for each group, e.g. different games;
- changing the people, the number in the group, the way they are involved and how they interact.

The facilities for the teaching of physical education at Bankfields Primary offer two indoor halls, a Multi-Use Games Area (MUGA), a drama studio and a large grassed playing field.

As well as facilities in which to teach, the school also has a well-resourced PE store with portable football and netball goals, table-tennis tables, hockey equipment, tennis rackets and portable gymnastics equipment as well as many mats and benches. Equipment is checked regularly and stock replenished as often as budget allows. The MUGA has basketball hoops, goals and markings for many different sports and activities. Teachers have access to equipment and literature, via the coordinator, and can always rely on advice when needed.

### **3 Training**

The PE coordinator frequently attends training and remains abreast of current PE initiatives. Members of staff requiring additional training are encouraged to discuss specific needs with the PE coordinator. As part of the Eston School Sports Cluster, training is available to all staff members. Additionally, local coaches are invited in to work alongside teachers to deliver expert tuition to the children and to up-skill staff.

### **4 PE Curriculum Planning Festivals and Competition**

**4.1** PE is a foundation subject in the National Curriculum. Bankfields Primary uses the national Programme of Study as the basis for its curriculum planning in PE. Staff draw on a wide range of schemes and resources to inform their planning in ways which best meet the needs of the children as identified through the use of core tasks. Key Stage 1 meet the subject content of the NC POS by exploring dance, gymnastics, swimming and games activities. Key Stage 2 meet the subject content of the NC POS by exploring gymnastics, dance, athletics and a range of competitive games including hockey, basketball, football, tennis and netball. Key Stage 2 children take part in outdoor and adventurous activities when attending Robinwood each year. Swimming activities and water safety are taught in Key Stage 2. Our aim is for every child to leave Bankfields Primary School having achieved their 25m swimming certificate.

**4.2** 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 core tasks, so that the children are increasingly challenged as they move up through the school. Members of staff are also expected to adapt their planning to challenge more able pupils. Progression is also monitored by the PE Coordinator.

**4.3** Whenever the curriculum allows, we attend and compete in festivals and competitions within the cluster schools giving Bankfields Primary the opportunity for inter school sport. Sports days are organised to bring intra-school competition and will take place once a year.

### **5 The Foundation Stage**

**5.1** We encourage the physical development of our children in the Foundation Stage as an integral part of their work. We relate the physical development of the children to the objectives set out in Early Years Outcomes and 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 challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

### **6 Contribution of PE to teaching in other curriculum areas**

#### **6.1 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 this includes a recount, explanation, rules of fair play, games and evaluation. Children might be tasked with writing a recount of a recent game they participated in.

**6.2 Information and communication technology (ICT)**

We use ICT to support PE teaching when appropriate. This may be in a class environment to visualize specific learning. Ipads are used to gather evidence of lessons and are used to help children to evaluate their performances and actions.

**6.3 Personal, Social and Health Education (PSHE)**

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 things. They also learn about why we change our clothes for exercise and the health and hygiene reasons behind this.

**6.4 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.

**7 Teaching PE to children with special needs**

**7.1** 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 of the targets set for individual children in their Individual Education Plans (IEPs). All lessons throughout the school are taught as class group. Lessons are normally taught by the class teacher, but some year groups will arrange a sport specialist to teach a particular topic whilst the class teacher observes. Swimming lessons are taught by a specialist swimming teacher. However, depending on class numbers, staff may be asked to help out with small groups.

**8 Assessment**

**8.1** 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. This information is recorded in the form of annotated plans and is used to inform future plans. Children are assessed using core tasks and the beginning and end of each unit of work to evidence the progress made. 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.

**9 Resources**

**9.1** There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The halls contain a range of large apparatus, and we expect the children to help set up and put away this

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equipment as part of their work. By doing so, the children learn to handle equipment safely. The children use the school field and MUGA for games and athletics activities and the local swimming pool for swimming lessons.

### **10 Timings**

**10.1** The time allocated for PE is one afternoon per week. Across the Key Stages, and in classes, children frequently receive extra expert PE tuition by the Cyber Coach. Children are also encouraged to take part in physical activity with the Young Leaders at playtime, lunchtime and by attending after school sports clubs.

### **11 Health and safety**

**11.1** 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 for 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. The policy of the governing body is that no jewellery is to be worn and long hair will be tied up for any physical activity.

It should be noted that, in the event of an emergency, phones are within a short distance of all PE lesson locations and First Aid boxes are available from swimming pool staff and at school from the main office.

### **12 Monitoring and review**

**12.1** The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE co-ordinator. The work of the co-ordinator 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.

### **13 Extra-curricular activities**

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. These activities do change across the year and we send details of the current club activities to parents as they are planned. 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, social discipline and co-operation amongst our children.

### **14 Role of the Coordinator**

The role of the PE Coordinator involves:

- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Assisting with recording keeping and assessment of the subject.
- Monitoring the teaching of the subject at school.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensuring that pupils have the opportunity to become involved in extra – curricular clubs to further develop skills and talents.
- Ensure standards remain high in each year group through effective monitoring of the subject.