



'Together we grow'



Emmaville Primary School

PE Policy

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Rationale

At Emmaville Primary School we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. The selection of suitably differentiated and logically developed tasks, will help pupils, irrespective of their innate ability, to enjoy success and be motivated to develop their individual potential. Pupils will achieve and enjoy through PE. Pupils will be given the opportunity to make a positive contribution to their learning.

Through PE, we aim to provide a balanced range of individual, paired and group activities, in addition to co-operative, collaborative and competitive situations that will cater for the preferences, strengths and needs of every pupil. These opportunities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They also intend to develop the pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted, seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with our work on trying to achieve a 'Health and Wellbeing Award'.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, numeracy, PSHE and ICT skills.

Aims and Objectives – Intent

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency [**acquiring and developing**].
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas [**selecting and applying**].
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance [**improving and evaluating**].
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising, and the need to sustain this throughout life [**knowledge and understanding of fitness and health**].
- To develop the ability to work independently, and communicate with and respond positively towards others whilst making a positive contribution to their own and others learning [**working alone and with others**].
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being [**applying safety principles**].

School Sport Premium Funding

Our school uses the Sports Premium funding to make additional and sustainable improvements to the quality of PE and sport that we offer. A copy of our annual 'PE and Sport Premium Action Plan' can be found on the school website.

Approaches to learning – Implementation

'High quality PE and School Sport produces young people with skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health embracing physical activities in line with their abilities.'

The basic principles of high-quality PE and school sport should:

- Enable all young people, whatever their circumstance or ability, to take part in and enjoy PE and sport
- Promote young people's health, safety and well being
- Enable all young people to improve and achieve in line with the age and potential

Developing these personal qualities affects young people's attitudes to school and learning. This has a positive impact on the whole school and can lead to whole school improvement.

We want our pupils to:

- Show commitment to PE and school sport
- Know and understand what they are trying to achieve
- Understand that PE and sport are part of a healthy, active lifestyle
- Have the confidence to get involved
- Have the skills and control that they need
- Willingly take part in a range of activities
- Think about what they are doing and make appropriate decisions
- Show a desire to improve and achieve
- Have stamina, suppleness and strength
- Enjoy PE and school sport

Out of School Hours Learning

Children have opportunities to participate in sport beyond the school day. We offer a wide range of lunch-time and after school sports activities. These clubs are open to any pupil in the relevant year groups and children are encouraged to attend. Children attending are expected to commit for the duration of the club. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible. Registers from OSHL are handed to the PE co-ordinator at the completion of each club, so that information can be collated at the end of the academic year.

Safe Practise in Physical Education and School Sport

Safety Practice in Physical Education should be paramount when planning PE activities. All staff should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching.

Our school follows the "Safe Practice in Physical Education and Sport 2016" guidance provided by the Association for Physical Education (afPE). A copy of this manual is located in the PE resource cupboard.

The afPE Safe Practice Poster is displayed on the door of the PE equipment cupboard where staff teaching PE will be able to study it.

All pupils must be taught how to appropriately handle and carry apparatus and resources.

They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

PE Kit

Children should wear their PE kit to school for the whole day on their specified PE days so that they can participate in PE lessons and school sporting opportunities. A copy of our PE Kit policy is available on the school website in the uniform section.

Children should only miss PE lessons on health grounds, if this is requested by their parents/carers. Non-participants should be included in the lessons, taking on the role of an evaluator, coach, score keeper etc.

Spare kit is available in school for any children who may have lost or forgotten kit.

For safety and role modelling, teachers and support staff involved in PE and school sports are expected to wear suitable footwear and clothing.

Entitlement:

Equal Opportunities and Inclusion

All children are provided with equal opportunities to participate in PE and School Sport where there are no barriers based on e.g. race, sex, religion, culture or ability. We take care to ensure that any potential barriers and stereotypes are removed. Learning experiences are carefully differentiated and aim to provide quality experiences, which challenge all pupils.

All children are entitled to a progressive and comprehensive Physical Education programme, which embraces the statutory orders of the national curriculum NC and foundation stage guidance.

These take account of the individual interests and needs of the child.

Foundation Stage:

In nursery and reception, children have ongoing opportunities to develop both their physical development as well as their fundamental movement skills in and around the foundation stage setting. These opportunities are planned around the foundation stages 'Desirable Outcomes and Early Learning Goals.'

In addition to these ongoing opportunities, the nursery children have access to the hall for one structured movement and games lesson per week.

From reception through to year 6, pupils are provided with two high quality Physical Education lessons per week. This is delivered through two lessons of 1-hour duration.

Reception: Movement leading to games, dance and gymnastics

Key Stage 1: Games, gymnastics, dance and athletics

Key Stage 2: Games, gymnastics, dance, athletics and OAA

(In year 5 swimming is taught for one of their PE lessons per week)

Each class is timetabled so that they can access the hall or the dance studio for the duration of the unit that they are studying. Weather permitting lessons may also be delivered outside.

Impact – Assessment

Through the explicit teaching of the PE skills, both the teachers and the pupils assess their learning continuously throughout the lesson. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time. We assess skills (physical, social, emotional and thinking) and use assessment criteria as well as progression documents to help support this. We use progression maps and assessment criteria from Movement Matters and Val Saben for EYFS, whilst for KS1 and 2 these are from Get Set 4 PE.

The Role of the Co-ordinator

- To take the lead in curriculum development in consultation with the headteacher, staff and governors;

- To monitor the teaching of PE in the school, ensuring that there is sufficient coverage and progression in the subject;
- To lead curriculum meetings;
- To attend PE network meetings and relevant courses;
- To support staff by providing information on training;
- To ensure that there are appropriate resources and equipment to support the PE curriculum.

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