



Physical Education Policy

Date Agreed by Governors: November 2020

Review Date: _____

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

PE Philosophy

Here at Sherdley Primary School we are committed to delivering vibrant learning through an exciting range of physical activities and providing opportunities for competition, self-improvement and learning good team work, sportsmanship and self-discipline. Through dynamic teaching and valuable assessment for learning, we aim to teach excellent quality PE and through this, assist pupils to understand and live a healthy, active lifestyle.

Sports Pupil Premium Funding

The government has provided additional funding to improve provision of physical education (PE) and sport in primary schools. This funding – provided jointly by the Departments for Education, Health and Culture, Media and Sport – was allocated to primary school Headteachers.

See our website for full details of how Sherdley has spent the Sports Premium funding:
www.sherdleyprimary.co.uk

Rationale

This policy is a statement of aims and strategies for the teaching and learning of Physical Education at Sherdley Primary School. As a policy its main purposes are:

- To enable structured and progressive developments in all areas of P.E.
- To provide equal learning opportunities for all children throughout the school.
- To encourage children to actively involve themselves in the maintenance of their own health, fitness and well-being.

Aims

- Teaching pupils to be more skillful in the ways to help them learn and develop.
- Developing habits leading to a healthy, active lifestyles and promote physical well-being.
- Helping pupils understand how the body responds to activity and to realise what they need to do to improve.
- Developing pupils' confidence in applying and adapting a range of skills in a variety of settings.
- Contributing to pupils' social and emotional development, by developing their self-confidence and self-esteem and promoting qualities such as commitment, fairness, tolerance, and sportsmanship.
- Developing the necessary skills to manage success in competitive and co-operative situations and also how to cope well with losing.

Teaching / planning

Staff have a Curriculum Map for the year and individual lesson plans in their planning folders from either the Val Sabin scheme of work or the PE planning tool. In addition, the school has a number of resources which can be used to support this.

Challenge is very important within lessons; for children and staff. At Sherdley, we ensure PE lessons are well differentiated for all abilities and all pupils are challenged to achieve their very best. Lessons are there to build on what the pupils already know, understand and can do. The teacher then identifies what pupils need to do next in order to improve and uses the curriculum documents in place to further learning. Staff also like to improve and challenge themselves. A very limited number courses are on offer termly for staff to attend and learn new things / improve existing skills.

Children are taught the skills of physical development in line with the guidance from the 2014 National Curriculum. All classes are expected to do 2 hours a week of curriculum PE.

Staff are supported and can gain advice by speaking to the PE co-ordinator – Mrs Claire McGoran.

Foundation Stage / KS1

Children should:

- Develop fundamental movement skills, becoming increasingly competent and confident in a broad range of opportunities.
- Regularly engage in competition – against themselves and against others.
- Take part in cooperative activities with increasingly challenging situations.
- Participate in team games, developing simple tactics for attacking and defending
- Apply the skills of running, jumping, throwing, and catching, as well as developing balance, agility and coordination, to a range of different activities and scenarios.
- Where possible be able to link skills to real life examples where they need them.
- Be physically exerted in PE to help lead a fitter, more active lifestyle.

KS2:

Children should:

- Enjoy collaboration, communication and competition with each other.
- Develop an understanding of how to evaluate and recognise their own success and work towards improving their own PBs (personal bests).
- Understand what they need to do to improve their own performance.
- Play competitive games and apply the principles of attacking / defending.
- Be physically exerted in PE to help lead a fitter, more active lifestyle.

PE Curriculum Map 2020-2021

- See appendix 1

Teachers use a variety of teaching methods during P.E., depending on the activity. Learning Support Assistants are sometimes used in P.E. to assist children or assess skills. P.E. is taught by individual class teachers and some sessions are taught by specialist coaches to facilitate sporting opportunities.

Swimming in KS2:

Children have weekly swimming lessons throughout the year in Year 3 to 5, with the expectation of children being able to swim 25m unaided by the end of Year 5. If any children do not achieve this, we have now put in place provision for them to have additional lessons in Year 6, so they can meet this standard. We believe that this is a vital life skill and ultimately one that may save a child's life!

Assessment / monitoring

Pupils are assessed after each lesson by our staff. All of this allows staff to take decisive action to ensure optimal learning for future lessons. The use of our Age Related Expectations (AREs) has been introduced and staff will assess children against these agreed expectations.

The importance of a healthy, active lifestyle and the benefits of this are a regular part of our PE at Sherdley, supplemented by Science and PSHCE learning.

Resources

There are a wide range of resources to support the teaching of PE across the school. The equipment is kept in the PE 'pod' and is accessible to children, only under adult supervision. The halls contain a range of larger apparatus and the children are expected to help set up and put away this equipment as part of their PE lesson. By so doing, the children learn to handle equipment safely. The children use the school grounds for games and athletics activities. The local swimming pool is used for swimming lessons.

Health and Safety

Health and Safety issues in P.E. include the following guidelines to teachers:

- Check that equipment is safe and suitable for use on the particular day you use it – report any issues to Health and Safety liaison.
- Ensure there is adequate supervision and that discipline is good.
- Pupils should be taught to understand the need for safe practice in physical education and how to achieve this.
- Pupils should be set only work that they are sufficiently competent to cope with.
- Clothing – suitable (indoor/outdoor kits), so presents no hazard, bare feet or pumps indoors, nothing to get caught, hair tied back, jewelry/watches & earrings removed.
- In the event of a child having incorrect kit the teacher should make an informed decision whether it is appropriate and safe for the child to participate, if not, then a referring or assisting role should be used or a spare kit should be given out. Particular care should be taken if PE is out of doors and the weather is adverse, i.e. very cold day and only a t-shirt and short would not be appropriate or safe for a child to participate.
- Expectation that the teacher will dress appropriately for all PE lessons to avoid injury and promote good practice.

Extra-Curricular Clubs:

The range of extra-curricular clubs on offer allows our children to have access to a multitude of different sports and activities ensuring that children have access to a range of sporting activities and competition. These opportunities alongside competitions and tournaments entered throughout the year foster a sense of pride in the school, team spirit and co-operation. Participation levels for extra-curricular clubs are monitored half termly by the PE Coordinator.

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Movement skills	Movement skills	Movement skills	Movement skills	Movement skills	Movement skills
Year 1	Invasion game Dodgeball	Invasion game Tag rugby	Invasion game Football	Dance (Topic based)	Invasion game Benchball	S/F game Kick rounders
	Dance (Topic based)	Gym Body awareness, jumping, travelling	N/W game Tennis	OAA Teambuilding/Teamwork	Athletics (Track)	Athletics (Field)
Year 2	Invasion game Benchball	Indoor Athletics Running, jumping and throwing	Invasion game Football	Dance (Topic based)	Invasion game Tag rugby	S/F game Teeball
	Gym Body awareness, jumping, travelling	Dance (Topic based)	N/W game Tennis	OAA Teambuilding/Teamwork	Athletics (Track)	Athletics (Field)
Year 3	Invasion game Basketball	Indoor Athletics Running, jumping and throwing	Invasion game Hockey	Invasion game Tag rugby	Swimming	S/F game Cricket
	Dance (Topic based)	Gym Body awareness, jumping, travelling, bridges	N/game Volleyball	OAA Problem solving/Orienteering	Athletics (Field)	Athletics (Track)
Year 4	Swimming		Invasion game Tag rugby	Dance (Topic based)	Invasion game Netball	S/F game Rounders
	Dance (Topic based)	Gym Body awareness, jumping, travelling, bridges	N/W game Volleyball	OAA Problem solving/Orienteering	Athletics (Field)	Athletics (Track)
Year 5	Invasion game Netball	Indoor Athletics Running, jumping and throwing	Swimming		Invasion game Handball	Invasion game Tag rugby
	Dance (Topic based)	Gym Sequencing	N/W game Badminton	Fitness Circuit training	Athletics (Field)	Athletics (Track)
Year 6	Invasion game Tag rugby	Indoor Athletics Running, jumping and throwing	Invasion game Handball	Fitness	Invasion game Tchoukball	S/F game Baseball
	Dance Cheerleading	Gym Sequencing, synchronisation and canon	N/W game Badminton	OAA Leadership/Orienteering	Athletics (Field)	Athletics (Track)

