



WHERE STARS SHINE

PHYSICAL EDUCATION POLICY

**Policy Lead
Committee:**

Local Academy Committee

In consultation with: SLT

Approved by:

A handwritten signature in black ink, appearing to be 'Rgf'.

Date: 20th July 2023

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Review Date: Summer 2025

Review Frequency: 2 Years

Severn Federation Academy Trust (Co. No. 13034661)



1. Aims and Objectives

Physical education develops children's knowledge, skills and understanding, so that they can perform a range of physical activities with competence and confidence. It promotes in children an understanding of their bodies in action and involves thinking, selecting and applying necessary skills. At Severnbanks we promote positive attitudes towards physical activity and its benefits as an integral part of a healthy lifestyle.

The curriculum is aimed specifically at improving all aspects of Physical Fitness, especially co-ordination and cardiovascular endurance, with the intention that skills gained in PE lessons will have an impact across the whole school.

The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work individually, and also participate cooperatively with others in a range of situations to encourage teamwork;
- 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 develop the children's enjoyment of physical activity through creativity and imagination;
- to enable children to develop an understanding of how to succeed (and evaluate progress) in a range of activities;
- to promote an expectation for fair play and sportsmanship where there is an element of competition – whatever the outcome.
- to engage primary children in personal challenges, allow them to practise and test their skills and personal competence.

UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD

ARTICLE 28

Every child has the right to an education.

ARTICLE 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

2. Teaching and Learning Style

The activities offered and the teaching approaches adopted will help to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Teachers draw attention to good examples of individual performance as

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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 children are given the opportunity for collaboration and competition with each other.

A balance of individual, paired and group activities; cooperative, collaborative and competitive situations aims to cater for the abilities, preferences, strengths and needs of every pupil. We achieve this through a range of strategies:

- setting common tasks that are open-ended;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- providing a range of challenge through the provision of different resources.

3. PE Curriculum Planning

Physical education is education through physical activity: its goal is the development of the individual as a whole, not just their physical development or their proficiency in specific sports. Through a focus on ensuring high quality physical education we provide young people with access to physical activity for life as well as build the foundation for future participation and performance in sport.

Our high quality PE programme will develop physical literacy and allow children to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. PE also contributes to the development of a range of important cognitive skills such as decision making and analysis, and social skills such as teamwork, communication and leadership.

In Key Stage 1 the Curriculum aims to create a movement foundation to underpin lifelong participation, enabling pupils to access a range of learning experiences which supports the development of competent and confident movers.

In Lower Key Stage 2 the Curriculum adapts physical activities through which a young person develops and applies a broad range of skills in different contexts — enhancing their creative, social and thinking skills in PE. They also begin to gain an understanding of the positive benefits of being physically active.

In Upper Key Stage 2 the Curriculum develops physical, social and thinking skills through sport specific activities (modified to be age and stage appropriate). They are also developing leadership skills and are able to articulate the benefits of regular exercise.

The curriculum planning in PE is carried out in three phases (long-, medium-and short-term). The long-term plan maps out the PE activities covered in each term, as in the PE curriculum map. We use the Get Set 4 PE Scheme of work to provide plans for each unit of work.

4. The Foundation Stage

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We recognise the natural enthusiasm for movement in young children and encourage the physical development as an integral part of their work in exploring and learning about their world. The physical development of the children is related to the development stage of children set out in the EYFS Development Matters Guidance. 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.

There is continuous discussion between the PE teacher and the individual class teachers to enable the children to receive the skills in PE lessons that will help them with their learning in the classroom.

5. Cross-curricular Issues

Physical Education has the potential to contribute to much wider areas of learning. It is important that PE is integrated into other subjects wherever possible for the development of skills in communication, numeracy, science, PHSE, history, geography and ICT.

6. 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 during lessons. Groupings allow children to work together and give them the chance to discuss their performance and ideas. Their work in general enables them to develop a respect for other people's level of ability, and encourages them to cooperate across a range of activities and experiences.

Children can learn to respect and work with each other, and develop a better understanding of each other.

7. Equal Opportunities and Inclusion

We teach PE to all children, whatever their ability. Teachers provide learning opportunities that are matched to the needs of children with learning and coordination difficulties. Work takes into account targets set for some children in their Individual Education Plans (IEPs).

There is provision through local club links to cater for children who show talent in a particular area.

8. Assessment and Recording

Teacher fill in their PE "Floorbooks" to help provide evidence for assessment for PE, which happens both throughout individual lessons and particularly through observing the end of unit outcomes. The floorbook should contain photo/video evidence as well as notes about the



learning. Teachers can then use this evidence to help make their judgements on pupils on INSIGHT.

The AfL approach may be used to aid assessment during lessons, also giving the children opportunities for self assessment and guidance for next steps and improvement.

Assessment in EYFS is done in accordance with EYFS Development Matters Guidance.

9. Resources

There is a wide range of resources to support the teaching of PE across the school. Most small equipment is kept in the PE store and is accessible to adults only for safety reasons. The gym contains some specialist apparatus which older children are taught to handle as part of their work. The children use the spacious school field for games and athletics activities and the local swimming pool for swimming lessons.

It is expected that all PE equipment is used appropriately and stored correctly after use.

10. Health and Safety

The school now follows the guidelines for safety adopted by the LA – “Safe Practice in Physical Education and School Sport” published by the British Association of Advisers and Lecturers in Physical Education (BAALPE). There is now a separate risk assessment document for PE. Children are encouraged to consider their own safety and that of others at all times. They are expected to change for PE into the agreed clothing for each activity area. The governing body expects that teachers set a good example by wearing appropriate clothing when teaching PE.

Jewellery

It is the policy of the governing body that pupils do not wear jewellery in any physical activity because of the potential health and safety risk posed by rings, necklaces and studs. The guidance provided to schools by the Local Authority states ***‘that rings and necklaces are not to be worn and any studs have to be removed or taped over for PE, swimming or games.’*** In line with county recommendations children only wear goggles if there is a medical reason given.

11. Out of School Hours Learning (OSHL)

In Key Stage 1 a fitness club for any child that builds on the development of movement foundation within the curriculum PE sessions is offered. It is a club that provides play and reinforces the importance of being physically active, as well as introducing basic leadership opportunities and social interaction.

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In Key Stage 2 Sport specific (modified to be age and stage appropriate) extra-curricular clubs exist for young people wanting to be involved in Intra- and Inter-school sport. They support transition to a local clubmark (or equivalent) accredited community sports club.

School lead activities include:

- Netball
- Football
- Cricket
- Change for Life
- Cheerleading
- Multisports
- Country dancing
- Street dance
- Junior leaders supporting KS1 clubs
- Rounders
- Athletics
- Tag Rugby

12. Monitoring and review

Monitoring standards of children's work and the quality of teaching is the responsibility of the PE subject leader. The subject leader also supports colleagues in the teaching of PE, being informed about current developments in the subject, and providing a lead and direction for the subject in the school.

The subject leader provides HT/Governors with a PE report as, and when, required.

13. Children with Special Educational Needs

At Severnbanks Primary School, we recognise that children with identified SEND needs may have strengths in different areas, therefore we strive for them to be included in all areas of the curriculum. We also acknowledge that children with SEND may need differentiated work or further support appropriate to their specific needs and ability in order for them to take as full a part as possible in all school activities.

This policy is available on the school website:

www.severnbanksprimaryschool.co.uk/website/policies/257152. Paper copies are available on request from the School Office.

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