

Bitterne C of E Primary School



Policy for Physical Education

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Reviewed by	Leadership Team and Full Governing Board	Authorised by	CLC
Last Review	December 2019	Date	
Next Review	December 2021	Review Cycle	Every 2 years

Purpose of policy

The Nature of Physical Education at Primary School

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

NC 2014, Physical Education programme of study.

Aims:

The national curriculum for physical education aims to ensure children:

- Develop competence to excel in a broad range of physical activity;
- Are physically active for sustained periods of time;
- Opportunity to engage in competitive sports and activities;
- Lead healthy, active lifestyles.

NC 2014 statutory aims

Our vision of Physical Education

At Bitterne CE Primary School, we facilitate Physical Education through the school's Christian values of Love, Trust and Forgiveness. We believe that Physical Education has the potential to teach the children how to live healthy and active lives. Through love, the children will develop a sense of resilience and achievement as they participate in a variety of sports. In trust, the children will learn about how we all have a responsibility to keep ourselves and our bodies healthy. Through forgiveness, the children learn how to communicate and work together in teams to achieve a goal and allow all to make good progress.

Throughout their time at Bitterne CE Primary, all children will have the opportunity to foster their love and enjoyment of Physical Education. Competitions and special visitors have been carefully selected to develop experiences that the children will remember for the rest of their lives, which in turn will underpin their love of Physical Education. For example, children across the school have the opportunity to take part in our Healthy High 5 initiative which promotes the children's enthusiasm for Physical Education. Furthermore, our successful sports day allows for all children to take part and compete for their House teams

The Physical Education Curriculum

The National Curriculum states that by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The following paragraphs outline the skills and outcomes for each key stage as stated by the National Curriculum. **Physical Education in EYFS**

The PE curriculum for EYFS must involve activities and experiences for children to develop physically. They need opportunities to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be exposed to understand the importance of physical activity and to make healthy choices in relation to food.

Physical Education in Key Stage One

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

Physical Education in Key Stage Two

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination;
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- Perform dances using a range of movement patterns;
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In upper key stage two, pupils in year 5 complete a compulsory three-week intensive swimming course at Bitterne Leisure Centre, during the summer term.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres;
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke];
- Perform safe self-rescue in different water-based situations.

Links across the Curriculum

Our core school values of Love, Trust and Forgiveness support all of our pupils to be safe, happy and learn well through all areas of the Physical Education.

Links to Personal Development

Spiritual development: Spiritual development is vital in developing our children to be active citizens of our global community. Through developing their understanding of their own spirituality, the spirituality of others, of the world around them and in God, children become more confident in the ethics and values of team work and communication.

Moral development: Moral development is promoted throughout PE lessons. For example, children are taught the importance of rules within different sports, fairness and honesty. This allows children to reflect on their choices and behaviours especially through team games. The Healthy High 5 initiative also enables children to support and encourage their peers as well as their individual achievements.

Social development: Social development is promoted through a wide range of collaborative learning experiences. Children are given the opportunity to feedback and peer coach in lessons, giving the children ownership of their learning. Furthermore, the school takes part in various competitions with other schools promoting sportsmanship and fairness.

Cultural development: Cultural development is promoted across Physical Education which enables the children to explore other cultures and sports around the world such as the New Zealand haka. Furthermore, children also have the opportunity to take part in disability sports developing their cultural knowledge of the world around them. Cultural development is also supported through daily Collective Worship where children's sports achievements are celebrated and acknowledged.

Links to other Curriculum Subjects

Through Physical Education we aim to inspire and capitalise on opportunities across the school. For example, in maths links are made to counting, time and length in different sports and games. In English, children have the opportunity to write reports on famous athletes and role models which they have researched. In science, links are made across the school in topics such as animals including humans, human anatomy and the respiratory system.

Inclusion

All children should make good progress in each unit of PE. This should be achieved by clear and appropriate support and challenge; the accurate use of on-going assessment; high-quality feedback; and quality first teaching. Teachers should ensure that they appropriately support and challenge all pupils in lessons to ensure equal progress of all groups.

Inclusion of SEND in Physical Education

All children should make good progress in each unit of Physical Education. This should be achieved by clear and appropriate support and challenge; the accurate use of on-going assessment; high-quality feedback; and quality first teaching. Teachers should ensure that they appropriately support and challenge all pupils in lessons to ensure equal progress of all groups. Children with SEND will have lessons adapted according to the provision outlined on their Passport to Success to ensure they are able to access all lessons appropriately and make good or better progress.

For children in the Shooting Stars group, the curriculum overview provides opportunities for children to develop their knowledge and skills of Physical Education at a level appropriate to their development.

Research has proven that children are stimulated by the outdoors, and typically in this environment, memories are created that build on the children's self-esteem and enthusiasm for learning. For children in the Woodlands group, the curriculum has been specially designed to teach the children about Physical Education in a different environment. Targeting statements at a Lower Key Stage 2 level, children will receive lessons that are carefully designed to build understanding of Physical Education and develop their emotional wellbeing. For example, through team games and sports to promote communication and a sense of achievement.

Planning for Physical Education at Bitterne CE Primary

The planning for PE should follow the National Curriculum programmes of study for each key stage. The overview of PE lessons is decided by the PE leader to make sure there is sequential coverage of the skills and knowledge from the National Curriculum throughout the academic year.

The **planning should not be over detailed or bureaucratic**. The planning format must follow the agreed format across the school; it must outline the learning journey over a unit with clear expected outcomes. Teachers must use the planning as a working document that is adapted as the unit progresses, as a result of assessment for learning. Barriers must be identified during the unit, and teachers should plan ways to overcome these. By the end of the unit the planning will have annotations on it where barriers for individuals, groups or the whole class have been identified and addressed. SLT and the PE leader will monitor the impact of planning on the learning in lesson observations, or over time in recorded evidence and assessment windscreens.

Learning intentions and success criteria are an important tool, when used effectively, to ensure the thread of learning is clear to children. It also helps them to know what their next step in the lesson is. On occasions, it may be that the teacher will deliberately not reveal the learning intentions at the start of the lesson and the pupils will be challenged to articulate what they have learnt later in the lesson.

Within the PE lessons, there should be **opportunities for the teacher to work with a small group** in order to support the learning or provide challenge. These groups can be planned based on assessment information from the start of the unit (windscreen), or they can be groups formed during a lesson where the teacher judges that a focus group would move the learning on. At all times, the groups will be flexible depending on what the children need.

Planning should include intra-school competitions, which are organised by the teachers and/or the pupils. Children should be given the opportunity to apply the skills they have learnt in the unit within a competitive situation, i.e. small side games, house competitions, etc. This can also develop leadership for pupils, as they will be able to organise tournaments and referee games.

Use of ICT

ICT should be used during PE lessons in order to support the children's learning. iPads are an invaluable resource to record children and give instant feedback during the lesson.

Assessment

Feedback

. The school's ' Feedback Policy' will be followed during PE. During the PE lessons teachers should be giving children verbal feedback consistently, so that children are making progress throughout the lessons. Questioning should be used to check or probe the child's understanding, identifying and tackling misconceptions and adapting planning for individuals, groups or the class accordingly.

Recorded evidence

It is important for teachers to gather recorded evidence of skills and/or small-sided games in order to back up their assessments on the windscreens. This should be used during the lesson to give children instant feedback and by teachers when writing report statements at the end of the year.

Pupils views in physical education

All children should make at least good progress in each unit of PE. This should be achieved by clear and appropriate support and challenge; the accurate use of on-going assessment; prompt and high-quality feedback; and quality first teaching. Teachers should ensure that they appropriately support and challenge all pupils in lessons to ensure equal progress of all groups.

Role of the PE Leader

- Should have a clearly communicated and ambitious vision for physical education, securely based on accurate evaluation of the school's strengths and areas to develop.
- Should be relentless in ensuring that the PE in the school follows this policy, which will result in greater consistency in the teaching and learning of PE.
- Undertake regular monitoring activities for PE – learning walks, pupil conferencing, data analysis, evidence monitoring, planning scrutiny, etc.
- Proactively seek opportunities to develop the PE curriculum within the local community of the school, including involving parents, carers and local services where relevant.
- Monitor the Behaviour and Attitudes of children within PE and review where provision could be adapted to encourage enjoyment and engagement within the subject.

This policy will be reviewed every 2 years or sooner as appropriate.