



PE Policy

1. Aims and objectives

1.1 Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include fundamental skills, dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education 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 enable them to make informed choices about physical activity throughout their lives. At St John Vianney Catholic Primary School, our PE provision supports helping pupils in Being Healthy.

1.2 The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to foster positive attitudes to participation in physical activity, fitness, health and hygiene;
- 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 develop the children's enjoyment of physical activity through creativity and imagination;
- to foster and develop children's self esteem within a safe environment;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

2 Teaching and learning style

2.1 We use a variety of teaching and learning styles in 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 and ensure children have the ability to simplify or add challenge to an activity. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

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 matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;

- setting tasks of increasing difficulty, where not all children complete all tasks.
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.
- Differentiating activities through S.T.E.P - space, task, equipment and people.

3 PE curriculum planning

3.1 PE is taught as part of the National Curriculum. PE is covered through topic work and skill development, covering all aspects of the National Curriculum document. Outdoor and adventurous activity requirements are met through an annual trip for children in KS2 to a residential provider in Northumberland and Forest School Outdoor Experiences – a company who deliver on site activities for all ages.

Orienteering activities are also provided during the Year 6 residential to Holy Island.

3.2 The curriculum planning in PE is carried out in two phases (medium-term and short-term). The PE leads have reviewed and developed provision thoroughly over the past two years.

3.3 The medium-term plans and short term plans, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

3.4 Class teachers follow the medium term planning for each PE lesson. These list the specific learning objectives and skill development for each lesson and gives details of how the lessons are to be taught. The class teacher keeps these plans, and the class teacher and subject leads often discuss them on an informal basis.

3.5 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 planning, so that the children are increasingly challenged as they move up through the school.

4 Early Years Foundation Stage

4.1 We teach PE in Nursery and Reception classes as an integral part of the Physical Development area of learning, covered during the year. As the nursery and reception classes are part of the Early Years Foundation Stage, we relate the physical development of the children to the objectives set out in the Early Years Foundation Stage curriculum, which underpin the curriculum planning for children aged three to five. 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.

5 Contribution of PE to teaching in other curriculum areas

5.1 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.

5.2 Computing

We use computing to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

5.3 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.

5.4 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.

6 Teaching PE to children with special educational needs

6.1 At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Support assistants attend lessons to help the children who require additional adult support.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – room organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6.3 Intervention may lead to the creation of an SEN Support Plan for children with special educational needs. The Plan may include, as appropriate, specific targets relating to PE and movement.

6.4 We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment recording and reporting

7.1 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. Once the children complete a unit of work, we make a summary judgement of the work of each pupil. Newcastle local authority make annual PE assessments of Fundamental skills, which inform teachers planning of children's next steps.

Teachers record this information and use it to plan the future work of each child. 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.

8 Resources

8.1 There is a wide range of resources to support the teaching of PE across the school. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. Small equipment is also located in the hall and is clearly labelled for easy access. The children use the school field for games and athletics activities and will be using Gosforth pool for swimming lessons.

9 Health and safety

9.1 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 and teaching staff / coaches 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 for any physical activity. A copy of the 'Safe Practice in Physical Education and Sport' handbook, which outlines safety procedures, is located in the subject leaders' classroom (KS1)

10 Monitoring and review

10.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leads. The work of the subject leads 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.

11 Extra-curricular activities

11.1 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. The school sends details of the current club activities to parents at the beginning of each club. 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 and co-operation amongst our children.

11.2 Adults other than teachers

In accordance with guidelines from 'Safe Practice in Physical Education and Sport' handbook – all adults other than teachers working with children must:-

- * hold a current police disclosure certificate
- * be over the age of eighteen
- * be aware of safe practice issues relating to child protection, supervision, physical contact, progression and emergency procedures.

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