



**PALMERS CROSS**  
Primary School

# Physical Education Policy

Reviewed on: 16<sup>th</sup> November 2017

Next review: November 2020



# **Palmer Cross Primary School** **Physical Education Policy Statement**

## **General**

### **The importance of Physical Education**

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skillfulness, physical development and a knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved lifelong physical activity.

We believe that Every Child Matters and is entitled to be healthy, stay safe, enjoy, achieve and make a positive contribution and achieve economic well being.

## **Introduction**

The teaching of Physical Education is a legal requirement. Physical Education teaching at Palmers Cross Primary School will be within the framework provided by the National Curriculum.

Throughout Physical Education Every Child will be entitled to be a part of lessons in which they will have opportunity to develop self-confidence and gain skills to successfully deal with significant life changes and challenges.

Pupils will also be able to develop enterprising behaviour and Every Child will have opportunity to make a positive contribution.

## **Physical Education with children in the Early Years**

PE supports the aims of Early Years, Foundation stage, development matters and National curriculum. It provides opportunities for the children to develop and practice their fine and gross motor skills whilst considering how their bodies work and the importance of health and safety issues

## **Physical Education with children in the National Curriculum in Key stages 1 & 2**

During these Key Stages, pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

### **Aims and Objectives**

1. To develop the enthusiasm and enjoyment that Physical Education instills in our children.
2. To develop physical skills, self confidence and self worth.
3. To develop pupils awareness about themselves, their capabilities and their limitations.
4. To develop an understanding of the importance of teamwork, learning how to work with and respect others.
5. To encourage children to evaluate and improve their own performance in Physical Education.
6. To develop an awareness of the importance of fitness and of health through Physical Education.
7. To provide breadths of study encompassing 6 areas of activity, dance, games, gymnastics, swimming and water safety, athletics and outdoor and adventurous activities.
8. To develop the skills of working both independently and co-operatively with confidence.
9. To provide awareness of health and safety issues surrounding Physical Education.
10. To develop enterprising behaviour in order to make positive contributions to society. For example; belonging and working within a team encourages the children to develop important skills which they will take into adult working life; Being aware of a fit and healthy lifestyle will set the foundations for a long and valuable working life.

### **Key Skills**

At all Key Stages, pupils learn, practice, combine, develop and refine a wide range of skills in their work across the National Curriculum. Some skills are universal, for example the skills of communication, improving own learning and performance, and creative thinking. These skills are also embedded in the subjects of the National Curriculum and are essential to effective learning.

Opportunities for teaching and learning all these skills across the Key Stages are identified when planning. Pupils can be encouraged to reflect on what and on how they learn, and how these skills can be applied to different subjects, different problems and real-life situations.

## **Subject Management**

### **The Subject Leader**

The role of the subject leader at Palmers Cross is to ensure:

- Implementation and delivery of the Physical Education curriculum.
- Continuity of progression of children's learning in Physical Education.
- Staff receive relevant training through attendance of courses, INSET and the sharing of expertise.
- Liaison with the Governing Body, the Head Teacher and the Senior Management Team.
- Monitor the planning, delivery and assessment of Physical Education in school through observing lessons.  
Be Healthy, Stay Safe, Enjoy and achieve, Make a positive contribution and Achieve Economic Well-Being.
- That assessment is in line with Palmers Cross Assessment Policy.
- Resources are centrally controlled, updated and monitored as necessary.
- That the Physical Education budget is efficiently controlled.
- Co-ordinates sports day and after school sporting activities.
- That children are wearing the appropriate school sports wear.
- Liaise with Soccer 2000
- Attend CPD supported by Connect Ed

### **Class Teacher**

In order to achieve our aims as effective teachers determined to help our children 'Enjoy and Achieve' stretching national educational standards in Physical Education at primary school, the class teacher should:

- Liaise with the subject leader
- Ensure that Every Child is being included within Physical Education lessons and have high expectations of pupils responses in the Physical Educations helping the children to:  
'Make a Positive Contribution' by developing physical and social skills so they may engage in decision-making and develop self confidence helping them deal with significant life changes and challenges.

- Ensure continuity and progression within their class.
- Ensure all planning and assessment is in line with the Physical Education guidelines.
- Liaise with Soccer 2000 and other PE staff.
- Monitor lessons to feed back to PE Coordinator.
- Observe PE lessons to feed back to PE Coordinator.

### **Leadership Team**

The role of the SLT at Palmers Cross is to:

- Monitor the implementation of the Physical Education Policy with reference to the national curriculum.
- Liaise with the subject leader.
- Allocation of PE funding.

### **Head Teacher**

The role of the Head Teacher is to:

- Update awareness of the Physical Education Policy and Guidelines of Palmers Cross, through training and discussion.
- Overview the implementation of the Physical Education Policy and Guidelines through observation and discussion. Within discussions and observations ensure that the new curriculum is being included in all lessons.

### **Outside Agencies**

At Palmers Cross we value the expertise of outside agencies and the opportunities they provide for our children to apply Physical Education in the real world.

We endeavor to develop and utilise links with:

- Local sports clubs.
- Wolverhampton Association for Sport in Primary Schools (WASPS).
- Community based organisations.
- Parents and friends of the school.
- Local Secondary Schools
- Connect Ed

## **Standards and Expectations**

### **The Learning Environment**

We aim for a safe and stimulating environment. Areas are provided in both key stages for lessons to take place. Key stage one and two teachers and pupils have access to the hall and playground. Teachers are asked to check these areas before lessons to ensure that pupils and

themselves are not any risk. The subject leader checks areas on a weekly basis to monitor and assess equipment and areas.

## **Learning and Teaching**

### **Planning for learning and teaching**

The agreed programme of work will ensure continuity, progression and differentiation. The whole school approach to long and medium planning for Physical Education reflects the recommendations of the National Curriculum.

### **Delivery**

- Teaching Styles

**When teaching a unit of work a variety of teaching styles should be used to cater for every type of learner – visual, audio, kineasthetic**

A wide range of resources are provided to stimulate and create an interactive lesson in which all abilities can take part. The resources provide an excellent source to differentiate lesson content.

In school there is a wide range of resources:

- Different sized balls and catching equipment.
  - Targets to develop throwing skills.
  - Netballs, basketballs and footballs.
  - Uni-hockey / field hockey equipment.
  - Short Tennis and Badminton equipment
  - Free play games chest for KS1.
  - Goals, markers and cones.
  - Basketball and netball hoops.
  - Rounders and Kwik cricket resource bags.
- (Both keystages have appropriate equipment stored within their own areas)
- Outside Agencies:
- Visiting coaches to support units of work / launch new activities.

## **Organisation and Timing**

### **Foundation Stage**

At Foundation Stage children have access to some form of physical activity each day to encourage both gross and fine motor skills.

### **Key stage One**

During Key stage one, pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They will begin to work and play with other pupils in pairs and small groups. They will be encouraged by their class teacher and

subject leader to watch, listen and experiment to develop their skills in movement and co-ordination. Opportunity will be given to express and test themselves in a variety of situations. Key stage one teachers should ensure that when evaluating and improving performance, connections are made between:

- Acquiring and developing skills,
- Selecting and applying skills, tactics and compositional ideas,
- Fitness, health and safety.

These aspects of physical education are developed through a range of dance, games and gymnastic activities. The knowledge, skills and understanding in the programmes of study identify the aspects of physical education which our pupils make progress.

### Key stage two

Throughout Key stage two pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills and find out how to use them in different ways. In key stage two pupils are given opportunities to link action, phrases and movements together in a sequence. Also they have time to enjoy communicate, collaborate and compete with each other. Throughout the units of work pupils understanding is developed of how to succeed in different activities and learn how to evaluate and recognize their own success. Class Teachers will ensure that when evaluating and improving performances, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness, health and safety.

As a school the units of work are adapted in order to meet the needs of particular situations and also the pupils in our care.

### Inclusion

- Differentiation
- Special Educational Needs ( See Special Needs Policy)

In school we provide a broad and balanced curriculum for all pupils. Through the planning of the Physical Education curriculum we meet the needs of individuals and groups of pupils. Effective learning opportunities are provided for all pupils that can be modified if necessary to provide all pupils with relevant and appropriately challenging work at each key stage.

The following 3 principles ensure an inclusive curriculum

- a) setting suitable learning challenges
- b) responding to pupils diverse learning needs
- c) overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Planning takes account of pupils with disabilities, enabling them to participate as fully and effectively as possible. Pupils needs and requirements relate to their individual targets S.E.N action plans (ILSPs). They can be related to when lessons are planned in order to ensure that pupils physical needs are being supported.

Pupils identified as needing extra support in Physical Education will be given the appropriate help in lessons.

Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using adaptable resources and activities aimed at an appropriate level of difficulty. (STEP – change the Space, Time, Equipment or People to cater for individual needs)

### **More Able**

Lessons should present challenges to allow for the achievements of gifted children and be aware of providing the opportunity for success to less able children. Gifted and Talented children will be provided with opportunity to support lessons through demonstrating skills. They will also be given opportunity to attend City trials to take part in matches and competitions to drive their skills forward.

### **Equal Opportunities (See Equal Opportunities Policy)**

Every child is entitled to a broad and relevant Physical Education curriculum and should be encouraged to take part in all Physical Education activities.

### **The Disability Discrimination Act**

In line with The Disability Discrimination Act 2005 Trinity Primary School will:

- Promote equality of opportunity between disabled and non-disabled people
- Eliminate unlawful discrimination and harassment of disabled people
- Promote positive attitudes towards disabled people
- Encourage participation in public life by disabled people
- Take steps to meet disabled people's needs, even if this means treating disabled people more favourably than non-disabled people

**Physical Education activities should be equally appropriate to boys and girls.**



Lessons must take into account ethnic and cultural diversity to provide a balanced curriculum. In line with the Race Relations (Amendment) Act 2000, Palmers Cross is committed to ensuring that it meets the general duty imposed by the Act and the specific duties within the Act (see policy). For example, staff should be sensitive to the variety of the language of the children they are teaching. Patterns of movement with foreign names should be taught, eg pirouette.

The study of dance, for example, from different continents would also help take into account the diversity when delivering the curriculum.

### **Entitlement**

Children are entitled to two hours of physical education a week (Including the National Curriculum for physical education and extra-curricular activities).

This may include games, dance, gymnastics or swimming lessons depending on the year group and unit of work.

### **Health and Safety**

When working with tools, equipment and materials; in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- a about hazards, risks and risk control
- b to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- c to use information to assess the immediate and cumulative risks
  
- d to manage their environment to ensure the health and safety of themselves and others
- e to explain the steps they take to control risks.

### **Assessment**

The school Assessment Policy will guide our approach to determining progress and devising further challenges for the school, class groups and individuals. Principally, teacher assessments and monitoring (both in school and by other agencies, such as OFSTED/L.A) will inform our work in Physical Education and help us to set appropriate targets.

### **Monitoring**

The implementation of the Physical Education Policy and Guidelines are monitored by:

- a) Subject Leader through:
  - Classroom observation.
  - Checking record keeping and planning.
  - Dialogue with staff.
  
- b) Class Teacher through :
  - Liaison with Soccer 2000
  - Ensuring that all planning and assessment is completed as described in the Physical Education guidelines.

- c) Senior Management Team through :
  - Sampling records
- d) Head Teacher through :
  - Classroom observation
  - Checking of record keeping and planning
- e) Governors through :
  - Liaison with the Head Teacher and subject leader
  - Classroom observation
- f) At Palmers Cross we welcome the input and advice offered by inspections carried out by the L.A. and O.F.S.T.E.D.

### **Assessment**

Children are assessed throughout units of work to ensure that relevant progress is being made and that our children ACHIEVE.

### **Reporting**

Progress in PE is reported back to parents once a year in the summer term.

### **Accountability**

Given the enormous responsibility of keeping children healthy and safe within PE lessons, it is important that each teacher is accountable for setting relevant tasks to the children and ensuring that progression is smooth. The subject leader is accountable for ensuring that resources and equipment are safe, that teachers are trained appropriately where necessary and that schemes of work are accessible.

The Head teacher and Governors are accountable overall in ensuring that all correct procedures and policies are in place for PE to run smoothly throughout school. We are all, in school, accountable to our parents and carers in ensuring our PE is effective, enjoyable, safe and healthy.

### **Marking**

Children do not have books for PE so written marking is not appropriate. Children will be given verbal feedback upon the work they produce during a lesson and they will also experience peer group feedback on how their work is effective and how it can be improved.

## **Home, School and Community Links**

### **Home school links**

It is recognised that parents play a crucial role in helping their children learn, and sharing targets and successes in Physical Education is central to partnership between parents, pupils and teachers. Parents and carers are welcomed to sporting events and competitions throughout the academic year. They are also provided with the opportunity to attend sports day and presentation to be apart of their child's sporting achievements.

Throughout physical education lessons, after school clubs and Healthy school days pupils, parents and carers are provided with information regarding healthy choices and activities to support learning.

The Physical Education Team provide pupils with the skills they need to promote positive behaviour especially when competing in a competition or tournament.

### **After School Clubs**

The Teaching Staff provide a range of sporting after school clubs, which is driven by the subject leader. Every child has the opportunity to choose and take part in after school clubs. Every child has the opportunity to develop their own physical, social and mental skills through a variety of sports.

### **Outside Agencies**

At Palmers Cross we welcome the input and advice offered by inspections carried out by the L.A. and O.F.S.T.E.D. Physical Education has a range of outside agencies that are invited into school to support coaching sessions and develop new skills.