

## Physical Education (PE) Policy

### 1 Aims and objectives

- 1.1** At Firs Farm Primary School, we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being.
- 1.2** A broad and balanced 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 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.
- 1.3** The aims of PE are:
- to enable children to develop and explore physical skills with increasing control, co-ordination and fluency, (acquiring and developing);
  - to develop the ability to work independently and communicate with and respond positively towards others, (working alone and with others);
  - 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 an understanding of the effects of exercise on the body and an appreciation of the value of safe exercising, (knowledge and understanding of fitness and health);
  - to develop the children's enjoyment of physical activity through creativity and imagination;
  - to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

### 2 Entitlement

- 2.1** All children are entitled to a progressive and comprehensive Physical Education programme, which embraces the Statutory Orders of the National Curriculum, and which takes account of individual interests and needs.
- 2.2** At Key Stage 1, pupils are taught the knowledge, skills and understanding through dance, gymnastics and games activities.

**2.3** At Key Stage 2, pupils have access to all components of the National Curriculum Programme of Study, (Athletics, Dance, Games, Gymnastics, Outdoor Education and Swimming) so that a realistic attempt is made to achieve the expected levels of performance as set out in the NC level descriptors.

### **3 Teaching and learning style**

**3.1** 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. 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.

**3.2** 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, e.g. the high jump;
- 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.

### **4 PE curriculum planning**

**4.1** All of our PE lessons are well-prepared and structured to contribute to safe learning situations. The school uses the national scheme of work as the basis for its curriculum planning in PE. This has been adapted to the local circumstances of the school through the use of the Enfield LEA schemes of work, which are based on the QCA units of work and the Youth Sport Trust TOP products.

**4.2** At Firs Farm School, qualified coaches from 'First Kicks' also plan, teach and assess one hour of PE KS2 class as part of our PE timetable. Coaches encourage, inspire and deliver active PE lessons across KS2 in-line with the Enfield LEA schemes of work.

**4.2** The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

- 4.3** Our medium-term plans, which we have adopted from the national scheme, 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. The subject leader keeps and reviews these plans.
- 4.4** Class teachers complete a weekly plan to include PE. This includes the specific learning objectives for each lesson and gives details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
- 4.5** 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 scheme of work, so that the children are increasingly challenged as they move up through the school.
- 4.6** Teachers will need to identify their risk assessments, differentiated learning tasks and assessment opportunities on their short-term plans. All lessons should include warming-up exercises and stretches before the main task, and cooling down activities at the end.
- 4.7** There should be a balance between personal activity and self-improvement, and competition. This should include teams, groups and competitions, which pupils make up themselves. Additional opportunities in a range of competitive activities will be provided through extra-curricular clubs, and through taking part in tournaments, swimming galas, etc, sometimes against other schools.
- 4.8** The following should be considered when planning lessons to ensure progression:
- ensuring progression by making links between previous experiences and new skills;
  - setting tasks that develop new knowledge and understanding;
  - moving from familiar to unfamiliar contexts;
  - planning to include elements of difficulty, variety and quality within each activity.
- 4.9** At least two hours per week is allocated for PE for both Key Stages.

## **5 The Foundation Stage**

- 5.1** We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. 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 sporting events outdoors, using a wide range of resources to support specific skills.

## **6 Lunchtime enrichment PE activities**

At Firs Farm School, we provide a broad range of PE activities to encourage full participation in an active, healthy lunchtime. This gives all of our children opportunities for active learning through PE sports activities. These activities include: football (on a rota basis), basketball, hoopla hoops, skipping, dancing and ball passing, catching and throwing games. All of the lunchtime activities provide opportunities for all of our Firs Farm children to develop their social, physical and co-operative skills.

### **6.1 Change for Life**

Change for life clubs are run in KS1 and KS2 to help children learn in an Motivated, inspiring, positive way and encouraging children to learn about healthy lifestyles and making good choices. Children take part in activities in a structured, organised game dynamic where they can develop their range of athletic skills based on their individual ability level.

## **7 G & T**

Pupils will be assessed against the 5 abilities – creative, physical, social, Cognitive and personal. Observations and records are made by teacher, The PE Leader and First Kicks coaches. We provide specialist coaching in extra-curricular activities in addition to ensuring the school enters the appropriate Borough sporting events so that the G & T pupils have the opportunity to compete. Local sports club information is also given to pupils and displayed on the parents notice board.

## **8 Contribution of PE to teaching in other curriculum areas**

### **8.1 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.

### **8.2 Personal, social and health education (PSHE) and citizenship**

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

### **8.3 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.

## **9 Teaching PE to children with special educational needs (SEND)**

**9.1** 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

**9.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and 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.

**9.3** Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

**9.4** 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.

### **9.5 Gross Motor Skills Club**

In Firs Farm, the gross motor skills club provides specialist PE skills to children in EYFS and in year 1. The club provides children with the opportunities to develop, strengthen their gross motor skills to be able to build up muscle strength, improve core stability, and improve balance and co-ordination and to establish controlled body movements.

## **10 Assessment and recording**

**10.1** Teachers assess children's work in PE by making assessments as they observe them working during lessons. These assessments 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.

**10.2** The PE subject leader is beginning to build photographic evidence of children's work. This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

**10.3** The school uses the LEA process of assessment.

## **11 Safe Practice – PE Equipment**

At Firs Farm primary school we try where possible to purchase equipment that has a British and European Standards Kitemark (BS and BS EN respectively).

**11.1** Pupils are taught to lift and carry equipment safely from an early age. They know how many people are needed to carry and place specific items of equipment and how to carry correctly.

**11.2** There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. 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. The children use the school field for games and athletics activities and the local swimming pool for swimming lessons. The small hall has a sprung floor and is ideal for dance lessons.

**11.2** Regular checks should be made on all equipment. The Health and Safety officer and the PE Leader should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the Health PE Leader when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately.

**11.3** All items of PE equipment are inspected annually by an independent safety officer under a contract, ('Continental Sports' undertake this task).

**11.4** Children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.

**11.5** Children should be made aware of safe practice when undertaking any PE activity, (e.g. not jumping onto a mat where someone else is working).

## **12 Health and safety & PE Kit**

**12.1** 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. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE.

The governing body advises that no jewellery is to be worn for any physical activity.

- 12.2** All children should have a PE kit, which is different from the clothes and footwear worn during the remainder of the day. It should consist of a T-shirt and shorts, and either plimsolls (KS1) or trainers (KS2). These should be named and kept in a named bag in the cloakroom during the week and taken home at weekends and holidays for washing. Tracksuits may also be worn for outdoor activities in cold weather. Bare feet for gymnastics produces better quality work, but the teacher should assess the condition of the hall floor before asking the children to work with bare feet.
- 12.3** Headscarves should be plain black or white and need to be tied back During PE lessons.
- 12.4** PE lessons should be fully participated in unless, on health grounds, their parents or carers request this by direct contact with the school or in a note to the teacher.
- 12.5** Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Children with long hair should be encouraged to wear swimming caps. Goggles should be discouraged except on medical advice.



### **13 Monitoring and review**

- 13.1** The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader 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. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

## **14 Enrichment Opportunities**

Our school is part of the borough PE and sports service which enables us to access a wide variety of leagues, fixtures, events and festivals. These encourage children to further develop their skills in a range of activity areas. The school sends details of the current club activities to parents at the beginning of each term on-line with Parent Pay. The school also plays both friendly and competitive 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.

## **15 Equal Opportunities**

- 15.1** All children should be provided with equal opportunities to participate in a curriculum in which there are no barriers to access based on race, sex, culture or ability.