



Baslow St-Anne's Church of England P. E. Policy



Growing healthy minds and hearts together

“Life in all its fullness”

Respect...Kindness...Diversity



Version/ Issue	Date	Author	Minute Number	Reason for Change
1	January 2015	ZD		
2	November 2018	ZD		Reviewed
3	October 2021	MC/DR	04/C&S/10/21	Reviewed additional values and aims
4	September 2024	MC	06/C&S/10/24	Updated resource PEPlanning/external support

Principles and Values

At Baslow St. Anne's Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We believe that our children and staff should lead 'a life in all its fullness', nurturing our vision of growing healthy minds and hearts together, embedding our core values: respect, kindness and diversity in all that we do. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life.

1 Aims and objectives

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a broad range of physical activities and that they can be physically active for a sustained period of time. These activities 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 and nurture a zest for lifelong sport and physical activity.

We aim for the children to have access to two hours of physical activity and competitive sport each week.

The aims of PE are:

- to encourage all abilities to strive to make optimum progress in physical educational skills
- to ensure that our values are met through the experiences and opportunity of PE and that all abilities are encouraged, challenged, nurtured, taught and given the confidence to fully take part
- to ensure an all round selection process for any team/tournament event, so that all children are given the opportunity to compete
- to enable children to develop and explore physical skills with increasing control and co-ordination;
- 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 develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To develop an understanding of how physical activity keeps you fit and aids a healthy lifestyle.
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1.3 National Curriculum Aims:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

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. 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,
- setting different tasks for children depending on their ability, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

3 PE curriculum planning

3.1 PE is a foundation subject in the 2014 National Curriculum. We plan for the children to meet the attainment targets at the end of KS1 and KS2 (See appendix 1) through participation in a range of games, gymnastics, dance, athletics and outdoor and adventure activities. Swimming and water safety will be delivered for all children in KS2.

3.2 PEPlanning is the school's online resource for the curriculum planning of P.E., ensuring progressive skills through long-term and medium-term planning.

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

4 The Early Years / Foundation Stage

4.1 We encourage the physical development of the fundamental skills of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage, we relate the physical development of the children to the objectives set out in the Early Learning Goals **revised framework 2023**, 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 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 Maths

PE contributes to the teaching of maths through the children's collection and analysis of data e.g. measuring long jumps, comparing and reviewing their achievements.

5.3 Science

Science and PE are very closely linked with the area of health education. The children will learn about how to keep their minds and bodies fit, healthy and strong in both curriculum areas. An understanding of forces and trajectories can also improve sporting outcomes, providing a further link between science and PE.

5.4 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. They also learn how to win and lose well and, to show respect to competitors and referees and, to work as a team.

5.5 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 develop an understanding and appreciation of sport in different countries and cultures around the world. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

6 Inclusion: Teaching PE to children with special needs and Equal opportunities

6.1 We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Differentiation can be achieved by varying the use of equipment, tasks, number of players and use of space in games. In dance and gymnastics differentiation is generally achieved through outcome by using open-ended tasks.

Equal opportunities exist in all aspects and all children are positively encouraged to participate in all sports and activities.

7 Assessment and recording

7.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. **PE Planning guides on assessing the children**, which is used to inform future planning and input.

8 Resources

8.1 There is a wide range of resources to support the teaching of PE across the school, including school's physical equipment **alongside the support of Rural Schools' Sports Partnership and Extratime coaching**. The children sometimes use the village sports field for games and athletics activities and the local swimming 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 to change for PE into the agreed clothing for each activity area. The teachers to set a good example by wearing appropriate clothing when teaching PE. The policy is that no jewellery is to be worn for any physical activity and that earrings are to be removed; with the exception of newly pierced ears where tape should be used to cover up the earrings.

11 Monitoring and review

11.1 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.

12 Role of Subject Leader

12.1 The subject leader will ensure that equipment is stored safely and is well maintained, will help support colleagues with lesson planning and give opportunities to staff to participate in courses to widen their expertise.

12.2 The subject leader will engage and liaise with local cluster schools in relation to sporting tournaments and help to arrange and organise representation from the school.

12.3 The subject leader will liaise with and arrange coaches to increase confidence, knowledge and skills for staff as well as arranging for the children to have access to specialised coaches at different points throughout the year.

12.4 The subject leader will be responsible for writing and implementing the PE and Sport Premium plan and ensuring that the plan is followed and reviewed each year.

12.5 The subject leader will be responsible for the allocation of the sports budget.

13 Extra-curricular activities

13.1 The school provides a range of PE-related activities for children at lunch times and 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 term. 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.

14. Time spent on P.E.

14.1 Each child in Key stage 1 and 2 will take part in two sessions of PE each week. The aim is that each child has access at least two hours of PE/Physical activity each week.

Children in the foundation stage will also have access to outdoor play each day.

Signed:

Date:

Marie Clark and Duncan Robb
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