



# PHYSICAL EDUCATION POLICY

Reviewed by Head. Noted by SE Cttee.	17 <sup>th</sup> January 2019
Next Review (3 yrs)	Spring 2021

## **The Vision of St John's CE Primary School, Rishworth**

Matthew 5:16 (NRSV)

"Let your light shine before others, so that they may see your good works and give glory to your father in heaven."

Following Matthew 5:16, people shine through success, honesty, independence, neighbourliness and enjoyment. We believe children learn best when they're happy and have the confidence to respond to challenges, within a caring Christian environment where adults lead by example. We value the partnership with families and the community whilst striving to give our best.

### **The School's Aims are:**

- ◆ To maximise the academic attainment of each child
- ◆ To maximise the personal, social, spiritual and physical development of each child

The pupils, staff, parents and governors of St John's have worked together to create **our core values:**

**Success.** We aim to provide excellent learning opportunities to ensure the best possible progress and attainment for all children whatever their needs and abilities.

**Honesty.** We aim to develop children's understanding of the importance of honesty in all relationships and as part of self-reflection in a Christian environment.

**Independence.** We aim to develop the self-confidence in all our children that enables them to think and work independently, so striving for excellence in all areas of the curriculum.

**Neighbourliness.** We aim to ensure that every child becomes a compassionate and respectful member of the school, local, national and global communities.

**Enjoyment.** We aim to be a safe, friendly and welcoming environment where children have exciting and creative learning experiences that help develop an enjoyment and love of learning.

### **Intent**

1. **Self** - We want our pupils to be equipped with the skills and confidence, to perform a range of physical activity, understanding the importance of leading a healthy lifestyle.
2. **Others** - We want our pupils to learn about and appreciate sports within our community as well as in other cultures and historical periods.
3. **Wider world** - We want our children to make independent informed choices about physical activity, and promote healthier choices for their future lives.

### **AIMS AND OBJECTIVES**

Physical education at St John's builds upon pupils' enjoyment of, and need for, activity and movement and strives to educate pupils in and through the use and knowledge of the body and movement. It embraces a wide range of activities including (as age-appropriate) 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.

**The aims of PE are:**

- to promote enjoyment of a range of physical activities;
- to develop physical competence over a range of psycho-motor skills;
- to promote physical development through a varied programme of demands made on different parts of the body;
- to promote the value of the benefits of participation of physical activity throughout life;
- to develop self esteem by promoting in pupils a positive and realistic attitude to their bodies and providing opportunities to make positive physical contributions;
- to develop artistic and aesthetic understanding within and through movement by using the body to express ideas and feelings in a creative manner;
- to develop social skills via:
  - an appreciation of the concepts of fair play, honest competition and good sporting behaviour;
  - responding appropriately to success and failure;
  - co-operating with others in activities eg sharing, waiting, supporting, adapting, leading and being led, valuing the range of individual contributions;
  - to develop an awareness of safe practice and procedure.

**TEACHING AND LEARNING STYLE**

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the pupil'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 pupils and we encourage the pupils to evaluate their own work as well as the work of their peers. Within lessons we give the pupils the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes, there are pupils of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all pupils 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 pupils complete all tasks, e.g. net and wall drills;
- grouping pupils 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.

**PE CURRICULUM PLANNING**

PE is a foundation subject in the National Curriculum. St John's uses the Val Sabin schemes of work as the basis for its curriculum planning in PE. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. The governors of the school have decided that outdoor and adventure activities are used at the teacher's discretion to enhance the curriculum.

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.

Our medium-term plans, which we have adopted from the Val Sabin units, give details of each unit of work for each term or half term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader monitors and evaluates these plans.

Class teachers complete a weekly plan containing all PE lessons which list the learning objectives for each lesson and give details of how the lessons are to be taught. These are monitored by the subject leader.

We plan the PE activities so that they build upon the prior learning of the pupils. While there are opportunities for pupils 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 pupils are increasingly challenged as they move up through the school.

## **THE FOUNDATION STAGE**

We encourage the physical development of our pupils in Reception class as an integral part of their work. As Reception class is part of the EYFS, we relate the physical development of the pupils to the objectives set out in the Early Years Outcomes, which underpin the statutory requirements for children from birth to end of the Reception year. We encourage the pupils to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all pupils the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

## **CONTRIBUTION OF PE TO TEACHING IN OTHER CURRICULUM AREAS**

### **English**

PE contributes to the teaching of English in our school by encouraging pupils to describe what they have done and to discuss how they might improve their performance. This can be evident in the pupil's red book.

### **Computing**

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

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

PE contributes to the teaching of personal, social and health education and citizenship. Pupils learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Pupils learn how to live a healthy lifestyle during a yearly healthy week. Throughout healthy week pupils participate in a range of activities, for example: yoga, mile a day challenge and looking at different food groups.

### **Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our pupils 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 pupil's levels of ability, and encourages them to co-operate across a range of activities and experiences. Pupils learn to respect and work with each other, and develop a better understanding of themselves and of each other.

### **Teaching PE to pupils with special educational needs**

At our school we teach PE to all pupils, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. 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 pupil's different needs. Assessment against the National Curriculum allows us to consider each pupil's attainment and progress against expected levels.

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, differentiation, adult support – 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 pupil's needs.

SEN intervention will lead to the creation of an Individual Education Plan (IEP) for pupils with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

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.

### **ASSESSMENT AND RECORDING**

Teachers assess pupil'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. At the end of a unit of work, teachers make a judgement against the National Curriculum standards. Since, in the majority of instances, performing in physical activities is transitory and no two performances are exactly the same a number of performances need to be observed before judgements can be made. They 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.

### **RESOURCES**

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 pupils only under adult supervision. The hall contains a range of large apparatus, and we expect the pupils to help set up and put away this equipment as part of their work. By so doing, the

pupils learn to handle equipment safely. The pupils use the school field for games and athletics activities and the local swimming pool for swimming lessons.

### **Extra Government funding for PE provision**

St John's receives extra government funding to enhance the provision of PE. The money is spent on a range of areas including:

- To increase the number of inter-school competitive sporting events attended
- To improve the quality of PE teaching
- To broaden the range of after school sporting clubs available to pupils
- To improve the range of sporting opportunities available at lunch time

### **HEALTH AND SAFETY**

The general teaching requirement for health and safety applies in this subject. We encourage the pupils 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 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.

### **MONITORING AND REVIEW**

The monitoring of the standards of pupil'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 time in order to review evidence of the pupil's work and undertake lesson observations of PE teaching across the school.

### **EXTRA-CURRICULAR ACTIVITIES**

The school provides a range of PE-related activities for pupils at the end of the school day. These encourage pupils to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents. The school also plays fixtures against other local schools including tournaments. This introduces a competitive element to team games and allows the pupils 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 pupils.

<b><u>Progression of skills in PE</u></b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Dance</b>	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of</p>

				vocabulary to compare and improve work.	and peer evaluation. Uses more complex dance vocabulary to compare and improve work.	self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.
<b>Gym</b>	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>

			show flexibility in movements  Beginning to develop good technique when travelling, balancing, using equipment etc			
<b>Games</b>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping,</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and</p>

		<p>Beginning to develop an understanding of attacking/defending</p>	<p>using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>throwing and catching in isolation and combination.</p>	<p>catching in isolation and in combination.</p>
<p><b>Outdoor and Adventure Activities</b></p>			<p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to</p>	<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginning to</p>	<p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through</p>	<p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p>

			<p>instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
<b>Swimming</b>			<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>			
<b>Healthy lifestyles</b>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>			

