

Cockerham Parochial C E Primary School



'Where a love of learning grows'

I can do all things through Christ who strengthens me
Philippians 4.13

Physical Education Policy

June 2023

Review date: July 2024

Introduction

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Through sport children are taught the values of respect, trust, honesty, friendliness and perseverance.

Aims:

Through teaching Physical Education we aim to:

- Inspire all children to succeed and excel in competitive sport and other physically demanding activities.
- Help children to understand that PE and sport are an important part of a healthy, active lifestyle
- Have the skills and control that they need to take part in PE and sport.
- Provide opportunities to part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group.
- Embed values such as fairness and respect

Objectives

The aims will be achieved by children being taught to:

EYFS (Early Learning Goal 04 Moving and handling:)

- Show good control and co-ordination in large and small movements.
- Move confidently in a range of ways, safely negotiating space.
- Handle equipment and tools effectively, including pencils for writing.

Key Stage 1

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Key Stage 2

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics
- Perform dances using a range of movement patterns with different stimuli
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively such as front crawl, backstroke and breaststroke
- Perform safe self-rescue in different water-based situations

Curriculum Organisation

Children will be given opportunities to develop their PE skills through a rolling programme over a two year cycle for KS1 & KS2, with EYFS following a 1 year programme, ensuring the progression of skills in line with the New Curriculum Framework.

Cockerham C E Primary School follow the Lancashire Syllabus where there are Core Tasks for each area of PE.

Each class has either two PE session or one PE session and one swimming session each week on a rota. For those children who are not part of the swimming group, the teacher will facilitate an extra time for PE in the week.

Continuity and Progression

The PE Passport APP units are used to ensure this occurs across school.

Time Allocation

Cockerham Parochial C E Primary School aims to spend the equivalent of two hours per week in a two yearly rolling programme.

Teaching and Learning Strategies

A range of teaching strategies will need to be employed and variety of lesson organisation opportunities are presented in PE for individual and paired skill development, and group work or team games; depending on the area being covered. It is recommended that children are mainly grouped according their PE ability where appropriate, so that they can develop their skills alongside others with similar abilities.

Resources

The school has a small range of large equipment for aspects such as gymnastics (kept in the hall) and resources for games and athletics which are kept in one of the PE sheds.

The PE budget is used to update and maintain equipment and also to provide opportunities to participate in festivals and competitions. It is also used to employ coaches to enhance the learning experience for all pupils both in curriculum and extra-curricular activities as well as CPD opportunities for staff, if applicable.

Contribution to other areas of the Curriculum

PE has close links with both Maths, English and Science and links are made when appropriate. PE can also form part of the work in PSHE and more and more resources are becoming available to help with this.

Health and Safety

Teachers will make sure that any equipment used is in accordance with health and safety requirements. Teachers should also make dynamic risk assessments of the environment in which they are to conduct their lesson, to ensure it is safe. The pupils are taught to recognise the necessity of safe practice in practical activities, and how it is achieved. Any sporting trips are organised according to LEA guidelines. Risk assessment procedures should be adhered to for any festivals, competitions and meetings.

Health and Safety Records and LEA guidelines are available from the Head Teacher's office. It is advisable that staff refers to these when appropriate.

Teachers need to be aware of children with specific allergies and medical needs, and should familiarise themselves with their children's medical records at the beginning of the academic year. If teachers are 'off site', they must have a first aid kit with them.

Equal Opportunities

All pupils should have equal access to the PE curriculum irrespective of race, gender or ability.

Pupils with special needs should be considered when planning units of work and opportunities for differentiation should be considered for both more able and less able pupils, often using the STEP (Space Task Equipment People) principle.

Children with special educational needs are involved in all aspects of physical activities at an appropriate level.

Children that experience difficulties will have the learning intentions broken down into achievable goals with resources and materials that help make it relevant to their own experiences.

Gifted and Talented children are identified by teachers and the Inclusion Manager, and will have opportunities to extend their learning through challenging class activities and through enrichment programmes if available.

Community Links

The school aims to foster and develop links with the local and wider community. Examples of this may include:

- Involving parents and others to share their experiences of PE and sport.
- Inviting experts in the local area to work within the school to enhance the children's experience
- Working closely with other schools and sporting bodies in our local community
- Using digital technology to compare and contrast personal, local and national results
- Develop Club links in local area to provide opportunities to take PE and sport further

Inclusion

All children matter and are given every opportunity to achieve their best.

We achieve this by planning that will meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.

We meet needs of all children by:

- Providing resources that reflect diversity and are free from discrimination and stereotyping,
- Using a range of teaching strategies that are based on their needs,
- Ensuring access to every activity where it is safe and reasonable to do so.

Assessment

Assessments will be made in line with the assessment policy for foundation subjects.

At present in Foundation Stage, children are assessed using EYFS.

In Key Stage 1 and 2 assessments are made after each unit of work Using the PE Passport APP.

Teachers will use the class assessments to inform future planning.

Individual progress is reported annually in school reports with PE skills for each year group reported to parents.

Some examples of work (these will either be photos or video clips) will be kept for the school PE portfolio at regular intervals to allow for the monitoring of the subject. The PE co-ordinator will also hold pupil discussions and will also monitor planning at regular intervals to ensure key skills are being taught and assessment opportunities are being planned for all ability groups.

Evidence to help assess is usually in the form of: photos, designs, sketches, plans, notes, surveys or questionnaires.

Review and Monitoring

Teachers' termly plans will be monitored by the co-ordinator. Other monitoring will include pupil interviews and other evidence (as detailed above)

Professional Development

Staff will be invited to attend courses according to the prioritised needs of the school. Staff also have access to weekly training through the use of the sports' coach Dan Lofthouse.

Date policy to be reviewed: July 2024