



Policy title: PE

Date created: May 2022

Date ratified:

Next Review Date: May 2025

Signed:

1. Introduction

A high-quality physical education (PE) 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. (National Curriculum, 2014).

"Movement is a medicine for creating change in a person's physical, emotional and mental states." Carol Welch.

2. Quality of Education

2.1. Intent of the Curriculum

2.1.1. Curriculum design and coverage

Our curriculum intent for PE is:

HEAD: aid development of pupils skill to think critically about skills and game rules and participate in PE competitions

HEART: consider the how we can help improve our own performance as well as the performance of our peers by giving good advice

HANDS: give all the children to opportunity to participate in sporting events and competitions in a range of sports

2.1.2. Knowledge and skills – National Curriculum

The National Curriculum sets out programmes of study for Key Stages 1 and 2. This ensures continuity and progression in the teaching of PE. The aims for our pupils are to:

- 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

2.1.3. Knowledge and skills – EYFS Statutory Framework

The EYFS Framework in relation to PE aims for our pupils to:

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

2.1.4. Special educational needs & disabilities (SEND)

PE lessons should be planned to meet the needs of all learners. It is the teachers' responsibility to ensure that all children are challenged at an appropriate level and that lessons are accessible to all students and that everyone is involved within the unit of study.

2.1.5. Cultural capital and diversity

Challenging stereotypes and promoting the impact of a variety of inspirational sporting figures locally and nationally is key to developing children's attitudes. Working with a range of individuals from within the sector, and using links with local and national sporting institutions and stages, such as the Olympic Park.

2.2. Implementation of Teaching and Learning

2.2.1. Subject knowledge – Long Term Planning





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As a staff we have created a long-term plan for PE to create as many links as possible. The coverage of PE across the school ensures that every two-year topic cycle covers the required skills, game and rule knowledge to cover the National Curriculum.

2.2.2. Subject knowledge – Medium Term Planning

Medium Term Plans are created using the agreed school format and should demonstrate a build-up of skills, self-challenges that involve agility, coordination and balance, working in teams, creating game plays or a movement pattern, cognitive challenges and knowledge of how to stay fit and healthy.

2.2.3. Formative assessment

Teachers make assessments of children through observation of using PE skills and using these to participate in an end of unit performance (dance, gymnastics routine or a competitive game). Assessments should be made throughout the unit, when possible and safe to do so.

2.2.4. Resources

Resources are kept in the indoor and outdoor PE shed and maintained by the PE leader. It is the role of the class teacher to ensure they request items for any future topics and if resources are limited or broken to inform the PE coordinator. During a PE unit, care must be made to use resources carefully and children must be aware of the responsibility for the equipment.

2.2.5. Learning environment

A PE lesson may occur outside (on the field or playground) or inside the hall. Teacher's must assess whether the environment is safe to use and if not adjustments must be made to ensure that the lesson can be taught safely. If using equipment, it must be set out safely and correctly, according to the Safe Practice: In Physical Education, School Sport and Physical Activity publication (afPE). Big equipment, such as the wall bars and gymnastic tables, must be checked before use and secured properly.

2.3. Impact

2.3.1. Summative assessment

Annual judgements for PE are made in Teacher App for Y1-Y6 and PE is reported through the EYFS framework via Tapestry. Judgements are made through formative observations throughout the year.

2.3.2. Preparation for next stage of education

Using the progression of skills document, decided by teachers and PE lead, to plan MTP ensures that the children have achieved the necessary skills in order to aid them to be ready for their next stage of education.

2.3.3. High quality pupil work

Completed PE units should be celebrated and performed by the children. Children will be given the chance to compete at some point during their time at Great Wilbraham and all efforts will be celebrated within a school assembly.

2.3.4. Applying learning

Children are encouraged to apply their learning within and from other subjects – for example English, maths and science all have influences upon PE and vice versa.

3. Behaviour and Attitudes

3.1. Attitudes to learning

Children are taught to use the PE skills to solve problems, participate in competitions and self-directed learning is encouraged. Children need to be challenged to solve problems or create a routine independently but also supported where needed.

3.2. Positive and respectful culture

Staff and children will respect each other's abilities in PE and aim to support each other to be the best they can be in a safe and supportive environment. Collaborative learning and thinking critically are key within this subject and must be managed carefully.





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3.3. Supporting colleagues

Colleagues will be supported by the PE coordinator and provided with CPD or key ideas to develop their teaching when appropriate.

4. **Personal development**

4.1. Social, Moral, Spiritual, Cultural

Children will:

- Work together to solve problems
- Make responsible moral decisions and act on them, helping others
- Make an active contribution in PE sessions
- Understand, appreciate and contribute to a positive mindset culture

5. **Leadership and management**

5.1. Roles and responsibilities

Leadership

- To lead in the development of PE throughout the school.
- To monitor the planning, teaching and learning of PE throughout the school.
- To help raise standards in PE.
- To provide teachers with support in the teaching of PE.
- To monitor and maintain high quality resources.

Staff

- To adhere to the policies and provide children with challenging yet engaging activities within a supportive and understanding atmosphere

Children:

- To be positive when approaching PE
- To try their best

5.2. Continuing professional development

Staff needs in CPD in relation to PE may come through performance management, recognition of a whole school need or through the needs of individual pupils.

5.3. Community links

GWPS have worked with a variety of outside agencies and sporting arenas to inspire our pupils within this industry. Children across the school have visited national and local sporting sites and the careers that are available in PE and sport have been shown to them.

5.4. Working with governors

The PE coordinator links with a key governor who reports back to the Full Governing Body progress in PE teaching, learning and data. Learning Walks including governors are taken triennially.

5.5. Inclusion and equal opportunities

This policy is in line with the school's 'Equality' policy. The aim is to ensure that everyone makes progress and gains positively from lessons and to plan inclusive lessons. Positive discrimination may be necessary to address some of the gender stereotypes that children may have developed. We are also ensuring that we teach a diverse range of cultures and that a wide range of significant people are studied.

5.6. Safeguarding

The safety of children is paramount in all situations. High standards of behaviour are expected in any lesson. A senior member of staff will be called if the child needs to be removed. No child will be left to change alone with an adult. Teachers will ensure that the children are safely dressed for PE, including jewellery





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checks, hair tied back when passed the shoulders and adequate footwear. Great Wilbraham CE Primary School is committed to safeguarding and promoting the welfare of all children.

5.7. Health and safety

PE sessions can entail the use of a variety of equipment that without care and consideration could cause harm. At all times a safe and healthy environment is maintained, equipment is checked before use and risk assessments are undertaken to ensure there is a safe working environment. Any issues are reported to the Headteacher, the County health and safety policy should be adhered to for all PE activities (including trips, competitions and swimming). The school also follows the guidance from the association for Physical Education on Safe Practice: in Physical Education, School Sport and Physical Activity,

5.8. Reviewing and monitoring

This policy will be renewed triennially in accordance with updates on PE.

6. **Links to other policies**

6.1. Curriculum Policy

6.2. Assessment Policy

6.3. Health and Safety Policy

7. **Appendices**

