

## GREENVALE PRIMARY SCHOOL PE SUBJECT POLICY

### Rationale

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, co-operative and face up to different challenges as individuals and in groups and teams.

It promotes positive attitudes toward healthy and active lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

### Aims

We aim to provide opportunities to increase children's self-confidence through an ability to manage themselves successfully in a variety of situations. Children are provided with opportunities to take part in a wide range of sports activities which are carried out in a safe and supportive environment, where effort and hard work, as well as success, is celebrated and enjoyment and working together as a team is promoted.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity. Physical education has the potential to make significant contributions to, and provide substantial support for, many areas of the curriculum.

### POLICY AND PROCEDURES:

#### Teaching and Learning:

##### Early Years

Physical development involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children should also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

##### KS1 Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.



## KS2 Pupils should be taught to:

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, 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
- 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

At Greenvale, swimming lessons are taught in year 5. These lessons replace a weekly P.E. lesson for this year group. National curriculum states:

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

## **Planning**

Each class has two scheduled lessons for PE each week. Modules will be planned in line with the National Curriculum and will allow for clear progression. Modules will be designed to enable pupils to achieve the stated objectives for Key Stage 1 and Key stage 2.

EYFS and KS1 follow the RealPE scheme of work, which promotes the learning of national curriculum objectives through fun and interactive lessons based on stories and themes. KS2 lessons are planned in half termly modules, building on the skills learnt in previous years.



## Assessment

Lessons should incorporate some form of self assessment of how well pupils believe they have done in achieving a variety of goals. This can be done in a variety of ways suitable for the select group of pupils. Pupils should show an awareness of how they have done and future goals to improve.

### The contribution of Computing to teaching in other areas of the curriculum:

| LITERACY                     | NUMERACY      | Science            | ICT                                      | MUSIC        | HISTORY               | R.E.            | PSHE                    |
|------------------------------|---------------|--------------------|--|--------------|-----------------------|-----------------|-------------------------|
| Speaking and Listening.      | Speed         | Health and fitness | Use of stop watches                      | Rhythm Tempo | Topic specific dances | Cultural Dances | The School Games Values |
| Subject specific vocabulary. | Distance      | The human body     | Use of digital cameras and digital video |              |                       |                 |                         |
|                              | Time          |                    |  |              |                       |                 |                         |
|                              | Measuring     |                    |  |              |                       |                 |                         |
|                              | Recording     |                    |  |              |                       |                 |                         |
|                              | Handling Data |                    | Use of internet for research             |              |                       |                 |                         |

## Equality and Inclusion

Physical education will not be withheld as a sanction, although individuals may be withdrawn if their actions are deemed dangerous either to themselves or others.

In accordance with the school's Equalities Statement; all pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.



- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend and provide a greater challenge for more able pupils.

## Health and Safety

P.E. Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. Safety is further enhanced by emphasis on the need to wear correct clothing and use the correct equipment in a safe manner. There is a need for warm-up and recovery periods when exercising. Areas for PE should be checked for obstructions or any object which may deem the area unsafe to perform physical activity in before lessons.

## Children not taking part

Children not taking part in the P.E. lesson should bring a note to school from their parent or carer explaining the reason why participation is not possible. If they do not have a note the teacher should use their own discretion as to whether the pupil is fit enough to participate. The child's parent or carer should be spoken to at the earliest opportunity where a note has not been provided by a parent or carer.

Children not taking part physically can be encouraged to take on an observational role in the lesson. This provides the child with an opportunity to critically analyse the lesson in which they are not participating in.

## Intent

The aims of our PE curriculum are to develop pupils who:

- Are willing to practise skills in a range of different activities and situations, alone, in small groups and in teams, and to apply these skills in chosen activities to achieve exceptionally high levels of performance;
- Have and maintain high levels physical fitness;
- Lead a healthy lifestyle which is achieved by eating sensibly, being aware of the dangers of drugs, smoking and alcohol and exercising regularly;
- Are able to remain physically active for sustained periods of time and have an understanding of the importance of this in promoting long-term health and well-being;
- Take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others;
- Employ imagination and creativity in their techniques, tactics and choreography;
- Are able to improve their own and others' performance;
- Have a keen interest in PE - a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extracurricular sport;
- Can swim at least 25 metres before the end of Year 6 and know how to remain safe in and around water.

## Implementation

The policy will be implemented through:



- The guidelines and the Scheme of Work.
- The School's Curriculum monitoring.
- INSET, staff meetings and informal discussions to share ideas, disseminate good practice, review progress and highlight areas for development.
- Review of teachers' plans and topics to ensure continuity and progression.

The policy will be monitored through:

- The Subject Leader & Headteacher monitoring planning to ensure coverage of the Programmes of Study and adherence to the agreed guidelines.
- Classroom observations may be made by the Headteacher or subject leader of a particular aspect of the PE curriculum, agreed beforehand with the class teacher.
- Observation of children's work and through discussion with the children.

## Impact

Greenvale pupils' PE experience should provide a depth of learning in a positive and engaging environment. Basic underlying principles and skills will have been practised and opportunities to develop these into more complex processes. Pupils will be confident to try new things and take risks. They will be able to make quick decisions and choices when planning tasks or performances. They will have a range of strategies for solving problems and show resilience to keep going when they find things difficult. Pupils will understand the benefits of working in different group dynamics. They will have the confidence to lead and support others. They will understand the importance of physical activity in a wider context and possess the skills and enthusiasm to develop their learning further.

**Confirmation the Policy for History, in respect of Greenvale Primary School, has been agreed, approved and ratified by the Governing Body:**

Signed by:

Chair of Governors: ..... Date: .....

Headteacher: ..... Date: .....

Approved at the Governing Body Meeting on:

