



PART OF THE THINKING SCHOOLS ACADEMY TRUST



“Transforming Life Chances”

PHYSICAL EDUCATION POLICY

This policy was created	May 2020
This policy is to be reviewed	May 2021
Reviewed	September 2024

Curriculum

According to the Curriculum, children will receive two hours of high-quality teaching per week. All children will have access to a range of sports and will experience a range of playing surfaces including the playground, field and indoor spaces designed to ensure confidence in physical activity and opportunity to develop confidence and understanding in sport.

Children at All Faiths will be taught to master skills including throwing, catching, jumping and running with a particularly strong focus on this at Key Stage 1. These skills will be developed by the application of balance, agility and co-ordination tasks and will also be provided through opportunities involving self-discovery, paired work and team games. Decision-making will be developed through challenges, questioning and age-appropriate tasks. They are encouraged to explore for themselves what is appropriate, effective and successful. In Key stage 2, children begin to apply these skills through a more games based approach in which key skills are practiced alongside learning game rules, leading and coaching, building tactics and competitive game scenarios.

Teachers will 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 through the use of the thinking hats. Recording of PE will take place via photographic evidence uploaded to Seesaw where possible.

The aims of PE are:

- 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 tactics 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.

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 and in accordance with the topic schemes as well as TSAT games, Howard partnership events and Mini Youth Games.

Each individual PE lesson plan is taken from the termly plan. These identify the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader review these when the subject leader is released for subject monitoring.

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 built into the scheme

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

Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Children complete physical warm-ups and skill based activities as well as discussion tasks and occasional worksheets to support use of technical language. They are also encouraged to model and feed back for each other. Swimming is taught by external coaches, supported by teachers and TAs.

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.

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
- grouping children by ability and setting different tasks for each group, e.g. different games;
- provide a range of challenge through the provision of different resources, e.g. different gymnastics equipment.
- provision of resources that allow the child to choose their level of difficulty or activity eg challenge cards

Lessons will encourage children to be as active as possible, with enough time to warm up and cool down with short rest periods. Older children will create their own warm-ups and discuss their heart rate changes. Where possible, queues and turn-taking activities will be minimal, making use of all possible equipment and space.

We aim to provide enough equipment so that turn taking is minimal and all children can participate at the same time, where safe and possible.

Teaching those with additional needs

Those with physical impairments will have lessons adapted for their need while continuing to provide challenge and the chance for guided discovery. Children with an exceptional talent will be encouraged to explore a range of higher-level skills including modelling, directing, improving and refining tasks. These children should also be identified through data drops and will be provided for through additional gifted and talented or SEND sessions. Some of these sessions will be provided by external coaches.

Cross-curricular links to PE

PE contributes to the teaching of English in our school by encouraging children to describe what they have done through key vocabulary and to discuss how they might improve their performance.

Data can be collected in PE (heart rate, repetitions etc) and analysed using data handling techniques in mathematics and related to the function of the human body in science. We also encourage recording of weekly performances in multi-skills and circuit training which can be used for data handling.

We use ICT to support PE teaching when appropriate. In dance and gymnastics children may be required to make recordings of their performance and use them to develop their movements and actions, compare their performance to those of others and improve their work.

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.

The teaching of PE also 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 learn to respect and work with each other and develop a better understanding of themselves and of each other.

Assessment and recording

Teachers assess children'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. These records also enable the teacher to make an annual assessment of progress for each child. Key indicators have been provided to support this process.

Health and safety

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 with the teachers setting a good example by wearing appropriate clothing when teaching PE.

No jewellery is to be worn for any physical activity. In order to avoid non-participation in PE lessons, children will be offered tape to cover earrings that cannot be removed.

The PE store beside the hall contains a range of apparatus and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely but should avoid being in the cupboard unsupervised where possible.

Extra-Curricular Clubs and Activities

All children will have access to a number of lunchtime and after school clubs, covering a wide range of activities. There are many opportunities to participate in games, inter-house competitions and class competitions throughout the year, ~~with those of higher ability competing externally in the Mini Youth Games and friendly fixtures.~~ The new TSAT festivals also offer an opportunity to provide children a chance to participate in competitive sport at a more intermediate level with Mini Youth Games providing competitive sport to those deemed ready to participate at a more elite level. Records of attendance, skill and attitude are kept to support informed selection processes.

P.E. Kit

Children are expected to wear an appropriate P.E. kit to lessons and clubs consisting of: shorts, plimsolls and t-shirt for indoors. (Pupils may be expected to take part in gymnastic and dance activities in bare feet.) Joggers, plimsolls or trainers, T-shirt or sweatshirt for outdoors.

P.E is a statutory part of the National Curriculum and all children should have a P.E. kit at school every day.

Non-participation

Children who are unwell, injured or do not have the correct kit should be given an 'on the side-lines' work sheet that are differentiated for each key stage. The sheet allows them to be involved in each stage of the lesson, recording skills, activities and evaluation of participants. This non-participation should be supported where possible with a note from parents/carers and in the case of incorrect kit, a letter to be sent home if the event occurs often.