

<b>Name of Policy:</b> Physical Education	<b>Version/Last Review Date:</b> Oct 2021 (V3)
<b>Statutory documents linked to policy:</b> None	<b>Previous review date:</b> September 2018 (v2) June 2013 (V1)
<b>Other Policies linked to this policy:</b> None	<b>Next Review Date:</b> Nov 2024 (v4)
<b>Governor Committee Responsible</b>	Curriculum & Research

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

## What is P.E.?

'Exercise improves the heart and cardiovascular system which in time helps to improve stamina and functional capacity'

Powell et al. And Sports council 1988

P.E. is an inclusive subject focused on providing opportunities for pupils to develop physically as well as mentally. P.E gives pupils the chance to enjoy progress set against their own standards, work together in teams and develop fitness and co-ordination skills. Exercise is essential to physical growth, development and the promotion of the healthy function of all the various body systems. 'Regular physical activity leads to greater mechanical strength in children's bones and muscles' (Weltman et al. 1986) P.E. also stimulates the ability to think quickly and respond to a variety of situations. Research has shown that active children participate in academic learning more effectively.

## Aim

P.E. aims to achieve effective learning opportunities for *all* pupils in order to develop physically as well as mentally.

## Aims of Policy

The aim of this document is to set out the overall purpose and structure of P.E. teaching at WNA. It will be an aid for:

- The continuity of teaching throughout the Key Stages and Early Years Foundation Stage
- The consistency of teaching approach among members of staff
- The planning of future work
- New members of staff as they join the school
- The school Governors
- The appropriate management and purchase of resources
- The detailed fulfilment of the whole school policy

## Objectives

At WNA we believe that P.E. teaching offers opportunities for:

- The school to contribute substantially to the '5 hour offer of sporting activity' detailed by the Government in 2008.
- Pupils to access a minimum of two hours of high quality P.E. or School sport each week.
- Pupils to exercise in a safe and secure environment
- Pupils to become motivated to live an active lifestyle
- Pupils to learn and practice skills and apply these in a 'game' situation
- Pupils to develop thinking skills by learning to respond quickly to a variety of possibilities
- Pupils to develop social skills and co-operate with others in a team
- Pupils to develop fine and gross motor control
- Pupils to learn about their body, its functions and how to keep it healthy
- Regular assessment and recording of child progress
- The use of accessible, well-maintained resources.

## Organisation

In WNA we aim to provide the opportunities for children to develop and use a wide range of skills in a safe, appropriate environment. We will encourage a positive attitude to all aspects of P.E. by covering the following areas each year in KS1 and 2.

1. Games - including: Invasion games, Net games and Striking and fielding games
2. Athletics
3. Gymnastics
4. Dance
5. Swimming

## Games

Teaching should ensure that P.E. lessons are both fun and energetic whilst focusing on learning and progression. At WNA we plan P.E. lessons based on the skill we wish the children to develop. Teaching points are made throughout the lesson to enable children to make significant progress. Lessons are a continual cycle of activity and feedback, allowing all children to learn effectively and to grasp ownership of their learning.

We aim to provide a broad and balanced curriculum covering the wide range of skills detailed in the National and International Primary Curriculum (IPC) and Foundation Stage for England and for Wales. To this end we have a wide selection of equipment to stimulate the learning of different skills and enable us to apply these in a game situation.

At WNA we recognise the role of individual and group development, the importance of a competitive edge and the need for good sportsmanship. We aim to provide a safe and secure learning environment where children can develop skills without the fear of failure. We ensure that P.E. lessons have plenty of opportunities to practice skills where children try to realise their own personal goals. However we also believe that children should have the opportunity to compete in order to apply skills they have developed in game situations. We realise that this enables children to recognise their own and others strengths and weaknesses. We stress the importance of learning to work together as a team, focusing on each other's successes, (rather than failures) and developing a sense of group responsibility.

## Dance

At WNA we believe that P.E. helps children think creatively and make meaningful links to other areas of the curriculum. Our dance is often experience based, linking with other areas of our curriculum.

## Outdoor and Adventurous Activities (O.A.A.)

Most of the experience taught at WNA incorporate opportunities for outdoor learning both in school and through Forest Schools activities (which take place each week). These opportunities are designed to help children develop personal confidence and work together in teams to solve problems and conquer challenges.

## Swimming

Children are taught to swim at an external centre. This aims to allow all children to achieve their 25m award and develop safe water skills.

## Gym

Children will learn different balances and movements related to Gym.

By covering all the aspects of Physical Education mentioned, we hope that children will gain a wide, balanced bank of basic skills. The long term scheme of work will ensure developmental progression throughout the school.

## Outside Provision

At WNA we feel it is imperative that children are always given an opportunity to learn and play outside and to be actively involved and interact in the outside space. A range of natural resources and equipment is provided on the playground for children to participate in team and paired games.

## **Teams and School Sport**

We aim to provide the children with as many sporting extra curricular opportunities as possible through clubs run before school, after school and at lunchtimes. The children who attend these clubs have the opportunity to represent the school by competing in local matches and competitions. With the use of a tracking Spreadsheet we are able to monitor the participation of all children in P.E. and all other active opportunities the School provides. We aim to offer children from Key Stage 1 and 2 these opportunities.

KS2 children will also take part in a cycling proficiency course so all children have developed safe cycling skills by the time they leave the School.

## **Timetable allocation**

In both Key Stage One and Key Stage Two, P.E. usually takes the form of two lessons a week. During some themes and enquiries P.E. may become a particular focus and WNA encourages teachers to approach this subject flexibly and creatively. All the year groups are committed to provide at least 5 hours of high quality P.E. and outside activity per week.

## **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 as well as how they use equipment and space around them. Also for children to understand the importance of adopting a good posture and the correct use of the body at all times
- We expect them to understand the importance of warming up for, and recovery from, exercise, thus preventing injury
- Children will change for PE into the agreed clothing for each activity area.
- It is expected that teachers to set a good example by wearing appropriate clothing when teaching PE
- The expectation set is that no jewellery is to be worn for any physical activity earrings that are able to be removed, must be taped up
- Long hair should be tied back safely
- Equipment should be lifted, carried and placed safely
- Rules of good hygiene should be followed, and children should,
- Respond readily to instructions and signals quickly, and follow relevant rules and codes

## **Role of Head teacher**

Action plan will be read and monitored by Head Teacher who will ensure Health and Safety procedures are adhered to

## **Role of Class teacher**

- To plan differentiated lessons that are meaningful and allow children to develop their skills and game playing techniques and adhere to the safety procedures.
- Ensure they provide 5 hours of PE and outside learning each week
- Ensure they cover a wide range of areas
- Follow the schemes of work to allow for progression

## **Assessment**

- Assessment feeds into future planning, ensuring all pupils are making progress and are accessing learning that is challenging and stimulating.
- Pupils are regularly given opportunity to assess their own and their peers' development and highlight areas they need to practise.
- Teacher will observe, document and complete Learning Journals to show achievement in PE

## Use of ICT

- Cameras will be used for self and peer evaluations
- Video clips of correct techniques will be watched

## **SEN and G and T pupils**

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
- setting tasks of increasing difficulty, where not all children complete all tasks
- grouping children by ability and setting different tasks for each group
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment

## Equal Opportunities

All children at WNA regardless of gender and race, are given equal access to Physical Education. A variety of equipment has been purchased to help children develop at their own pace and all activities have simplified or more complex versions available if needed.