

Rose Hill Primary School – PE Policy

1 – Aims and objectives

PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards physical activity. We want to give children the tools to be able to make positive choices regarding a healthy active lifestyle now and in the future. This in turn will enable children to make informed choices regarding physical activity both in and outside of school.

At key stage one pupils should be able to:

- 1) Develop basic movements - running, jumping, throwing, catching.
- 2) Develop balance, agility, co-ordination.
- 3) Participate in team games and understand basic tactics for attack and defence.
- 4) Perform dance using simple movement patterns.

At key stage two pupils should be able to:

- 1) Use running, jumping, throwing and catching in isolation and in combination.
- 2) Play competitive games (can be modified) and apply basic principles of attack and defence (positions/ spatial awareness etc).
- 3) Develop flexibility, control and balance.
- 4) Develop strength, technique and control.
- 5) Perform dances using a range of movement patterns.
- 6) Take part in OAA challenges individually and within a team.
- 7) Compare and contrast performances and modify to achieve personal goals.

2 – Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. 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 or group activities. Teachers 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. Within lessons, we give the children the opportunity both to collaborate and

to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes, children have a wide range of 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 (differentiation). 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/equipment.

3 - PE curriculum planning

PE is a foundation subject in the National Curriculum. Our school follows carefully planned schemes of work that allow progression and the opportunity to build on prior learning. All of the schemes taught meet with the guidelines set out in the Physical Education National Curriculum Document.

The schemes are put together by the PE co-ordinator, and then each individual lesson is planned and delivered by the individual leading that session. These plans contain key learning objectives for the session providing a clear focus for the pupils.

4 - Contribution of PE to teaching in other curriculum areas

Within PE lessons there are a range of cross curricular links:

English - PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance. They are also required to read rules and instructions in some lessons.

Mathematics - PE contributes to the teaching of mathematics by encouraging children to measure, time and record what they do accurately. They also have to be able to keep team scores and work out distances that have been covered.

Personal, social and health education (PSHE) and citizenship - 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 physical aspects of their lifestyle.

Spiritual, moral, social and cultural development - The teaching of PE offers opportunities to support the social development of our children through expecting them to work with each other in lessons. Through groupings children are able to work together and have the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for each other.

5 - PE and inclusion

We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that offer all pupils the opportunity to make good progress. Through the implementation of differentiation, appropriate equipment, and a range of teaching styles we ensure learning is maximised.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school day (after school club, sports fixture etc.) we receive written permission from parents and carry out a risk assessment prior to the activity. This ensures that the activity is safe and appropriate for all pupils.

6 - Assessment for learning

Teachers assess children's work in PE by carrying out ongoing observations as they work during lessons. This can include visual observations and verbal assessment through Q and A and feedback opportunities. Self-assessment is carried out by pupils in lessons when they are given the opportunity to identify both their own and others strengths and weaknesses.

At the end of a unit of work, teachers carry out an assessment on each child checking their progress against the required outcomes laid out in the schemes of work and the PE National Curriculum. They make a judgement on whether each child is at the expected level, above this level or below this level and keep a record of this. These records enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers.

7 - Resources

There are a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the PE shed which is kept locked, and this is accessible to children only under adult supervision. The hall contains a range of equipment including mats and apparatus, and we expect the children to help set up and put away this equipment as part of their work. Doing this allows the children to gain a better understanding of safety aspects.

8 - Health and safety

Health and safety in PE is vital. Guidelines are set out in BAALPE 'Safe Practice in Physical Education and Sport'.

We encourage the children to consider their own safety and the safety of others at all times. Pupils are expected to change in to full PE kit, consisting of a red t-shirt, black shorts and trainers/plimsolls (as set out in the school prospectus). Tights and leggings should not be worn. No items of school uniform are allowed for PE lessons. Coats are not permitted. Tracksuits and jumpers (black or navy in colour) are allowed for outside lessons in colder weather.

<https://www.mapac.com/education/parents/uniform/rosehillacademyip38dl>

Gymnastics and dance are completed and taught in bare feet.

No jewellery is to be worn for any physical activity, including earrings (these cannot be taped). All items must be removed and left in the classroom. Long hair must be tied up. If a pupil refuses to remove earrings they will still be expected to get changed and carry out individual fitness work separate from the rest of the class. Laces should be tied and tracksuit tops zipped up to avoid any unwanted accidents. Pupils should not have anything in their mouths during a PE lesson.

If your child can not take part in PE due to injury or illness then the school will need a note from parents to excuse them. They may then be given an alternative role in the lesson or be placed in with another class for that session.

Teachers are expected to check all apparatus and the lesson area for any potential health and safety issues and adapt their lessons accordingly. Also pupils should be made aware of any potential risks that cannot be removed (fixed equipment etc).

9 - Extra-curricular activities

The school provides a range of PE-related activities for children both during lunchtime and at the end of the school day. These encourage children to further develop their skills in a range of the activity areas.

The school sends details of the current clubs/ activities to parents and carers at the beginning of each term. The school also participates in fixtures, tournaments and events against other local schools. This introduces a competitive element to sport, and allows the children to put into practice the skills that they have learnt in their lessons. These opportunities encourage a sense of teamwork and cooperation amongst the children.

Date: 1st January 2024

Review Date: January 2025