



Millbrook School

Physical Education Policy

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“A high-quality physical education 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.” (Reference: DFE-00176-2013)

Rationale

Our Physical Education curriculum aims to inspire all children to succeed and excel in competitive sport and other physically demanding activities (non-competitive). Through PE we promote an understanding of our bodies in action. Lessons involve thinking, selecting and applying skills, as well as promoting positive attitudes towards a healthy lifestyle. (Thus, we enable our children to make informed choices about the physical activities that are needed throughout their lives.) Opportunities to compete in sport and other activities aim to build character and help embed values such as fairness and respect (good sportsmanship).

1. Aims and objectives

1.1 Physical education develops the children’s knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities.

Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable children to make informed choices about physical activity throughout their lives.

1.2 The aims of PE are

To enable children to develop and explore physical skills with increasing control and coordination

- 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 conventions 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
- To encourage sportsmanship

2. Teaching and learning style

2.1 At Millbrook 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/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.

2.2 In all classes there are children of differing physical ability. 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 challenges through the provision of differentiated resources, e.g. different gymnastics equipment.

3. PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum and all children have two timetabled PE sessions per week. Our school uses the Jumps guidance as a basis for planning in PE and we use a variety of schemes to deliver lessons. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach dance, games and gymnastics, plus two other activities from the following: swimming, athletics and outdoor adventure activities.

3.2 PE activities build upon the prior learning of the children and provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. Planned progression is built into the schemes of work, so that the children are increasingly challenged as they move up through the school.

4. The Foundation Stage

4.1 We encourage the physical development of our children in the Reception and Nursery class as an integral part of their work. Staff in the Foundation Stage relate planning to the physical development of the children through objectives set out in the Early Years Foundation Stage Curriculum. We encourage the children to develop confidence in and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

5. Contribution of PE to teaching in other curriculum areas

PE contributes to the teaching of many other subjects within the National Curriculum, for example sportsmanship (PHSE), healthy lifestyles (PHSE and Science), counting, measuring and recording of data (Maths), filming experiences and creating spreadsheets of data (ICT), historical dance (History) and musical dance stimuli (Music).

6. Teaching PE and Inclusion

6.1 We teach PE to all children, whatever their race, gender, 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 enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

7. Assessment and recording

7.1 Staff at Millbrook Primary School assess children's work in PE by making judgements as they observe them working during lessons. They record the progress made by children against levelled attainment targets (JUMPS).

7.2 In particular instances, photographic evidence of activities will be collected, e.g. sports days, dance activities etc.

8. Resources

8.1 There is a range of resources to support the teaching of PE across the school. Most of our equipment is stored in the hall behind the curtain and on the shelves provided. The hall contains a range of large 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.

9. Health and safety

9.1 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 (See Uniform Policy). Teachers should set a good example by wearing appropriate clothing when teaching PE i.e. training shoes (or bare feet for dance and gymnastics).

9.2 No potentially dangerous jewellery, such as watches/earrings/necklaces/bracelets to be worn for any physical activity and earrings must be removed (small stud earrings may be acceptable or taped)

9.3 The safe use of equipment is encouraged at all times and children are taught how to get out and put away all apparatus. They are shown the correct way to assemble the large apparatus in the Hall by the class teacher and another adult, and are encouraged to assist to ensure that they recognise the importance of assembling it correctly before they use it. All adults in the school share the responsibility of checking all equipment regularly and reporting any defects immediately.

9.4 Accidents will be reported to the school office immediately and school accident procedures will be followed.

10. Role of the Coordinator

10.1 The role of the PE Coordinator involves: ·

- Supporting colleagues
- Managing the PE budget and School Sport voucher schemes
- Maintaining and replacing equipment
- Ensuring areas for lessons are safe
- Monitoring teaching
- Organising a yearly PE Day
- Attending meetings
- Attending courses and providing feedback to other staff
- Ensuring that pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents
- Ensuring standards remain high in each year group through effective monitoring of the subject

11. Extracurricular activities

11.1 The school provides a range of PE related activities for children at the end of the school day. These enable children to further develop their skills. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates in externally-organised PE activity days. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

Tracey Greene – PE Coordinator

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