

Physical Education Policy



PHYSICAL EDUCATION POLICY

1. Strategy/Rationale

- 1.1 Physical Education develops pupils' physical competence and confidence in their ability to use these to perform a range of activities. It promotes skill and physical development and knowledge of the body in action.
- 1.2 Physical Education provides opportunities for pupils to be creative, competitive, co-operative and face up to different challenges as individuals and in groups or teams. It promotes positive attitudes toward healthy and active lifestyles. Pupils also learn how to plan, perform and evaluate actions, ideas and performances.
- 1.3 Physical education also has the potential to make significant contributions to 'whole school' life as well fostering attitudes such as fair play, good sportsmanship and respect. A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities both in and out of curriculum time.

2. Policy

- 2.1 We aim to provide opportunities to increase children's physical self-competence 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 - curricular and extra-curricular - that are carried out in a safe and supportive environment, where effort and hard work, as well as success, are celebrated.
- 2.2 At the beginning of their school life, the children learn and explore basic movement skills; they develop these skills throughout their time at Blakedown and leave as confident young people able to participate in a wide range of sports and physical activities.
- 2.3 In school we also aim to provide extra support for pupils who are deemed 'SEN' in P.E. whilst providing and supporting exit routes for those pupils who are gifted and talented. It is also our intention to provide leadership training and experience in a sporting capacity for the pupils in upper key stage two. Those children deemed to be financially 'disadvantaged' are given equal opportunities (with the help of the sports premium) to participate in all P.E. and sporting activities.

2.4 Sports Premium

The government has also provided the school with funding to ensure that the following key areas are developed across the school:

- The engagement of all pupils in regular physical activity.
- The profile of PE and sport is raised across the school as a tool for whole-school improvement.
- Increased confidence, knowledge and skills of all staff in teaching PE and sport.
- Broader experience of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport.
- Raise attainment in swimming to meet requirements of the national curriculum before the end of key stage 2 - that every child is able to swim.

The PE Coordinator is responsible for ensuring that the above key indicators are addressed.

3. Procedure

3.1 At key stage 1, pupils are taught to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. They are taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. They also participate in team games, developing basic tactics for attacking and defending and perform dances using simple movement patterns.

3.2 At key stage 2, pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They are encouraged to communicate, collaborate and compete with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils are taught to run, jump, throw and catch in isolation and in combination; play competitive games and apply basic principles suitable for attacking and defending;

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develop flexibility, strength, technique, control and balance; 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.

3.3 Pupils are also provided with swimming instruction - this currently takes place in Year 2 as core and in a selection of key stage 2 classes as 'top up' sessions using the sports premium funding. The children are taught to: swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively and perform safe self-rescue in different water-based situations. Our intention is to ensure that as many children as possible are able to swim 25 metres by the time they leave the school in Year 6.

3.4 Planning

The subject leader provides an over-view of the topics and key skills covered throughout the year. This is a combination of the school's scheme of work and where relevant, more sport-specific activities. The main scheme of work used (across the school) is that of 'Val Sabin'. This scheme adopts a multi-skill approach, rather than be solely focused on specific sports. That said, staff are also encouraged to teach sports specific activities where they feel that it is appropriate, whilst ensuring that the requirements of the curriculum have been covered and the relevant key skills taught.

3.5 Resources

The school is well-resourced with a great variety of PE equipment. The subject coordinator ensures that equipment is replenished where necessary and that all current equipment is safe to use. The school undergoes a yearly 'check', where larger apparatus such as wall bars and benches are inspected to ensure that they are fit for purpose. The hall, playground and field are also used to deliver P.E.

3.6 Assessment, Recording & Reporting

Pupils are assessed formally at the end of each half term. These assessments provide cumulative figures where pupils overall P.E. ability can be monitored. From analysing these results it is possible to ascertain which pupils are SEN (in P.E.), performing at an expected level and those who are gifted and talented.

4. Monitoring

4.1 The Governing Body and Headteacher will monitor and review the effectiveness of this policy on a regular basis, but no less frequently than every three years.

4.2 The Headteacher will report to the governing body on the effectiveness of the policy at least annually and if necessary make recommendations for further improvements. Governors will also monitor the effectiveness of this policy through school visits.