



Physical Education Policy

Aims and objectives

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 them to make informed choices about physical activity throughout their lives.

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 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.
- Show commitment to PE and sport, make it a central part of their lives in and out of school
- Understand that PE and sports are an important part of a healthy, active lifestyle
- To have the stamina, suppleness and strength to keep going
- Enjoy PE and sport

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/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.

All children have access to lessons from a primary sports coach and a variety of different resources. In all classes there are children of differing physical ability and whilst recognising this fact, we provide valuable learning opportunities for all children. 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, e.g. throwing the hammer correctly;
- Grouping children by ability and setting different tasks for each group, e.g. different games;
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.
- SEND children are identified and attend a 'can do' club to encourage confidence and knowledge of sport and PE.
- High Needs children are given individual time to explore PE equipment as well as working one on one with other adults to develop their skills.

PE sessions need to allow for variety and flexibility within activities - children with physical disabilities will need time and space plus encouragement to perform simple activities well. Therefore, at Uplands, those who have been recognised as needing support with PE have additional sessions built in throughout the learning journey to ensure that they can achieve their full potential.

PE curriculum planning

PE is a core subject in the National Curriculum. Our school uses the Rising Stars Framework 'Champions' as the basis for its curriculum planning in PE. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games, gymnastics, outdoor and adventure activities plus two other activities: swimming and water safety, and athletics. Swimming activities and water safety are touched upon throughout key areas in Year 2 and 3 with swimming sessions beginning in Year 4.

All planning for PE is shared on the school system and teachers have access to planning for all year groups. The scheme that we follow ensures that all areas of PE 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. PE is split into two separate areas called 'Sports' and 'Fitness' as the focus in these sessions differ. The Sports sessions include Vocabulary, Knowledge Retrieval as well as fluency of skills in specific areas of sports whereas Fitness sessions focus on the fundamentals of movement such as agility and balance.

This year, we have brought in the support of the West Bromwich Albion Foundation to provide continuous professional development for the school's early career teachers. These sessions happen weekly and follow a cycle of observing lessons, team teaching and finally observations of the ECT within PE. These sessions are tailored to the need of the individual teacher and provide an excellent starting point to the delivery of PE at Uplands.

The Foundation Stage

We encourage the physical development of our children working in EYFS through the seven areas of learning. The most relevant statements for PE are taken from:

- Personal, Social, Emotional Development
- Physical Development
- Expressive Arts and Design

Teachers encourage the children to develop confidence 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.

Areas of cross-curricular learning

PE has various links to other areas of the curriculum throughout the school. An example of this can be science (body parts/ pulse rates/ exercise) and in Maths (shape, directions and positions, counting and representation of data). The inclusion of IT equipment within PE lessons is also developing and incredibly valuable in being able to identify person achievement as well as comparisons in performance.

Assessment

Teachers assess children's work in PE by making assessments as they observe them working during lessons and from talking to and evaluating performances with children. Assessment for learning is made through summative and formative assessments throughout the year. Key performance indicators and national curriculum aims for each sporting area will be assessed as appropriate.

Health and Safety

In the interest of safety the school requires that all pupils are dressed correctly. Teachers should also wear suitable clothing and footwear. Jewellery should not be worn and stored in a safe place in the classroom. Staff do not accept responsibility for children's valuables. All long hair should be tied back. The school states that all children are entitled to take part in 2 hours of PE per week. Children who persistently miss lessons will have letters home to their parents. Letters will also be sent home for children consistently forgetting PE and swimming kits. This will be logged on Sims.

Extra-curricular activities

School provides a range of PE-related activities for children at the end of the school day. As a school we have brought in the support of West Bromwich Albion Foundation who provide a range of extra-curricular activities and these encourage children to further develop their skills in a range of the activity areas. 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 schools. 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 co-operation amongst our children.