



# Physical Education

October 2020

Last reviewed by RH	October 2020
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# Beckley Church of England Primary School

## Physical Education

### **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 them 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 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 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.

### **2. Teaching and learning style**

2.1 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. 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, e.g. timed events, such as a short distance sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the standing long jump;
- 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.

2.3 We will use external coaches to support teaching and learning where this will provide the most benefit. This may take the form of a dance coach who brings skills and knowledge that the staff don't otherwise have. The children can benefit from the coach-led lesson while the teachers also develop their subject knowledge. Areas where support is best placed are discussed at staff meetings.

### **3. PE curriculum planning**

3.1 Key Stage 1 we teach dance, athletics, gymnastics and games. In Key Stage 2 we teach dance, games, gymnastics, athletics and swimming. Year 6 also experience outdoor and adventurous activities on their residential trip. We provide at least 2 hours of P.E a week.

3.2 Teachers plan for coverage of all disciplines and plan progression in each area. Coaches provide planning and progression in coach-led sessions.

### **4. The Foundation Stage**

4.1 We encourage the physical development of our children in the EYFS class as an integral part of their work. In EYFS, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We 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 challenges, both indoors and outdoors, using a wide range of resources to support specific skills.

## **5. Contribution of PE to teaching in other curriculum areas**

### 5.1 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.

### 5.2 Mathematics

PE contributes to the teaching of mathematics through active games involving position and direction, distance, the four operations and associated language.

### 5.3 Computing

We use computing to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

### 5.4 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 things.

### 5.5 Spiritual, moral, social and cultural development

The teaching of PE provides opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

## **6. Teaching PE to children with special educational needs**

6.1 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 progress. We do this by setting suitable learning challenges and

responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6.3 Where appropriate to a child's needs, PE may form part of a Pupil Profile.

6.4 We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7. Assessment and recording**

7.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards expectations. Teachers report to parents in the end of year report and pass on assessments to the next teacher.

## **8. Resources**

8.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. 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. The children use the school playground and playing field for games and athletics activities and the local swimming pool for swimming lessons.

## **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. The governing

body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

## **10. Monitoring and review**

10.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

## **11. Extra-curricular activities**

11.1 The school provides a range of PE-related activities after school. We aim to cover all the topic areas set out in section 3.1 for all age groups over the year, except swimming and outdoor and adventurous activities.

## **12. Health and well being**

11.1 The school is committed to supporting healthy life-styles for children. Active play is supported. The school provides active play equipment to encourage children to be active during break and lunch times.

12.2 The school supports healthy eating. Children are encouraged to bring in healthy snacks. Reception and Key Stage 1 children are given fruit during afternoon break daily. Every Friday, there is a 'Fruity Friday' fruit and healthy snack sale.

## **13. Equality**

13.1 The school is committed to providing equal opportunities to all children, regardless of gender, background or ethnicity.

13.2 The school actively promotes gender equality, for example, by sourcing both male and female coaches.