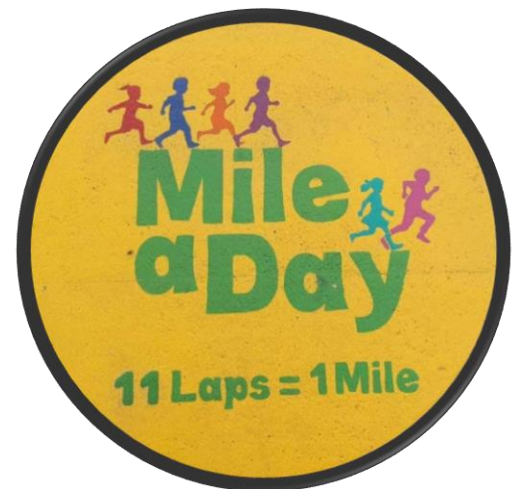




Castilion Primary School Physical Education Policy



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At Castilion Primary School our values are fundamental expressions of what we think and believe.

- **Equality** - ensuring that every individual child has an equal opportunity to make the most of their lives and talents.
- **Dignity** - being respected for the children that they are and what they believe in.
- **Respect** - treating other children the way they would like to be treated, and acknowledging the thoughts and opinions of other children.

At Castilion Primary School our mission supports wellbeing, participation, relationships and self-esteem.

- **Engage** - children have better relationships.
- **Enthuse** - children feel safe and are healthy and happy.
- **Empower** - children become active and involved in school life and the wider world

Rationale

Physical Education (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. These include dance, games, gymnastics, athletics, outdoor adventurous activities, swimming and water safety. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

All children are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the National Curriculum and the Early Years Foundation Stage Goals which takes account of individual interests and needs.

Aims

The fundamental aim of High-Quality Physical Education is to enhance pupils' knowledge, skills and understanding, so that they can perform with increasing ability and confidence in a range of physical activities. Through P.E., we aim to promote children's awareness of the effects of exercise upon their bodies. This involves the cross-curricular learning attributes of thinking, selecting and applying skills and promoting positive attitudes towards a healthy lifestyle thus enabling them to make life-long appropriate choices about physical activity.

Objectives

The PE policy at Castilion Primary School has been designed to reflect the Primary PE entitlement as defined in the National Curriculum 2013.

PE lessons offer opportunities for children to:

- develop competences to excel in a broad range of physical activities
- be physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.
- maximise the overall amount of time spent in being physically active within lessons.
- provide staff with opportunities to continue their professional development in delivering quality PE lessons.

- provide adequate resources for effective delivery of the curriculum and where possible, funding.
- develop a knowledge of safety and an appreciation of the principles of safe practice through correct handling of PE equipment and a commitment to ensuring safe and effective exercise procedures.
- enlist the support of adults other than teachers (AOTT) who may be professionally qualified, to contribute to the provision of extra-curricular activities.
- provide safe and stimulating areas that children can play and be active.
- organise specific events that promote and raise the profile of activity, including competitions within the local community.

Primary PE and sport premium

The Government has provided funding to schools in order to maintain and improve the provision of physical education and sport. Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. The spending is used to improve in the following 5 key areas:

- increasing all staff's confidence, knowledge and skills in teaching PE and sport
- increasing engagement of all pupils in regular physical activity and sport
- raising the profile of PE and sport across the school, to support whole school improvement
- offer a broader and more equal experience of a range of sports and physical activities to all pupils
- increase participation in competitive 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 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.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

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. 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. the high 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).

EARLY YEARS FOUNDATION STAGE

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, 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, control of the way they move, and care in the handling of 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. Physical development within the EYFS framework is one of three prime areas for learning.

Physical Development Early Learning Goal: Gross Motor Skills Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

KEY STAGE 1

Pupils should 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 should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be 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.
- participate in team games, developing simple tactics for attacking and defending.
- perform dances using simple movement patterns.

KEY STAGE 2

Pupils should 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 should develop an understanding of communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).
- 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.

Swimming and Water Safety

All schools must provide swimming instruction. In particular, pupils should be taught to:

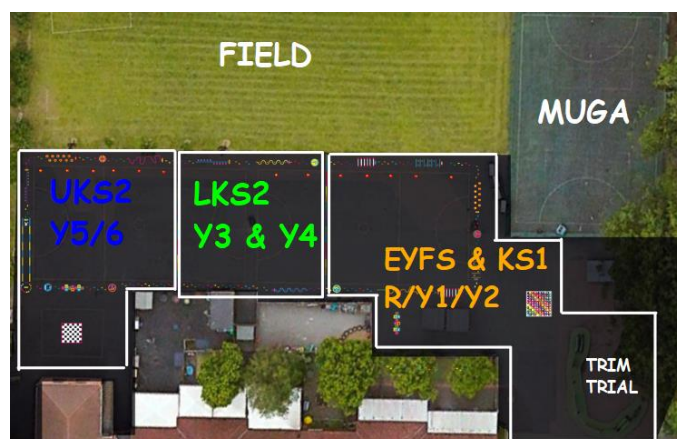
- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

Health and safety

It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to come into school already in their PE uniform ready for learning.

- Pupils are taught to lift, move and store equipment and apparatus safely.
- Staff know how to safely and correctly move and erect gymnastic equipment and check each piece before it is used.
- Appropriate clothing and footwear should be worn by both pupils and staff.
- Gymnastics and dance must be undertaken bare feet.
- Teachers and pupils should be aware of space, for example landing areas.
- Mats should be used in gymnastics to promote safe landings.
- No jewellery should be worn: stud earrings or watches – they should be removed.
- Long hair should be tied back.

This year (2023), we have introduced playground zones which have been separated by multicoloured line markings to help keep children safe when playing in their key stages. There are fun and new playground markings for outdoor play and learning. These include the Daily Mile trail which includes active spot circuit playground markings, hopscotch, chess/draughts board and snakes and ladders.



Planning

We use Complete PE which has Primary units of work that flows in a progressive and sequential order from EYFS to KS2, whilst ensuring that class teachers are always adapting and challenging learning.

The units are clear and progressive planning is used to support every child's learning. The planning supports high quality teaching and learning. There are success outcomes that challenge and develop 'The Whole Child'.

Teachers are able to use interactive videos which accompanying each success criteria is an interactive video. These videos demonstrate successful age-related learning and provide a valuable training tool as they bring the lesson and the learning to life. The videos demonstrate physical, cognitive, social and emotional success. The videos also provide ongoing CPD for every teacher.

Learning Cards are embedded within our planning, providing teachers with additional support and ideas to confidently adapt learning to meet the needs of all our pupils. Pupils can peer and self-assess using the cards, personalising their own learning.

Assessment, recording and reporting (see *Assessment Policy*)

Assessment is ongoing in PE and is seen in its broadest sense and is not limited to measurement and testing. Teachers are continually finding out about their pupils' achievements, throughout lessons with discussion with pupils, group activities, peer and self-evaluation, observing, asking and answering questions. At the end of a unit of work, teachers make a judgement and record it against the statements of attainment in line with other areas of the curriculum. At this school we appreciate that a vital aid to learning is for pupils to be actively involved in their own assessment.

School reports are sent home in the summer term of each year and the PE report is written with reference to the records linked to knowledge, skills and understanding.

Time Allocation

The school aspires to providing each pupil with an average of up to 2 hours of physical activity per week across EYFS, KS1 and KS2. Allowing for various other school activities 36 weeks can be assumed for physical education teaching and each area of activity is allocated time accordingly. There is an addition of the Daily Mile track trail around our school playground. Classes are allocated time slots to go out and use this daily trail as well as in their PE time and break times. The summer term is used to create extra opportunities for the increased use of PE within other curriculum areas and so meeting national requirements of 2 hours of PE per class per week.

Cross Curricular dimensions

PE teaching and learning will be the means to many wider cross-curricular themes and dimensions.

- 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.
- PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.
- PE contributes to the teaching of Science. Children learn to understand their bodies and why/how physical activity not only improves their physical appearance but also aides a healthy mind. They also explore what a healthy diet is and the need for a balanced diet.
- 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.
- The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. Children are only permitted to have water as a drink during school hours and healthy school lunches are made in the onsite kitchen. Chocolate, sweets and fizzy drinks are not permitted in children's packed lunches. Children are provided with various activities during lunchtime and break times to encourage them to be physically active (trim trails and daily mile trail).
- The teaching of PE offers opportunities to support the social development of our children through the way in which 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 cooperate across a range of activities and experiences.

Leadership

The PE subject leader manages this area of the curriculum in line with our job description for subject leaders.

Monitoring and review

The Head Teacher, Deputy Head and Assessment Leader will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' reports, lesson observations, learning walks and sampling teachers' planning.

Senior Leaders and Subject Leaders will carry out quality assurance, assessment moderation and planning scrutiny as part of their monitoring process.

Signed: Head Teacher

Date:

Signed: Chair of Governors

Date: