



MELLERS PRIMARY SCHOOL
PE POLICY
JUNE 2021

National Curriculum

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.

Vision for PE

Pupil wellbeing is at the heart of everything we do and we know that there is an important link to having a healthy lifestyle. As a result, our PE curriculum aims to encourage pupils to make healthy choices and enjoy being active. We want to ensure that all pupils participate in physical activity on a regular basis, whether this is in lessons, break time or after school, and we aim to provide a broad range of opportunities for them to discover something that they enjoy. We use sport to develop transferable skills in other areas to improve pupils' communication, team work and resilience. We also believe that children have the right to flourish in sports they excel in and ensure that these pupils have the chance to compete against others within school and from other schools. We empower these pupils to be sports leaders using their talents and skillsets to train others.

INTENT

Aims and objectives

At Mellers Primary School we recognise the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education to ensure that all children:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

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 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.

PE curriculum planning

We employ a specialist teacher to plan and deliver our curriculum based on the requirements of the National Curriculum.

We carry out curriculum planning in three phases (long-term, medium-term and short-term). The long-term plan maps the skills that will be taught in each term during each key stage. Medium term plans show the progression of skills over a series of weeks. Prior experience is linked to new learning to improve the pupils performance and technique; also to ensure skills are retained.

The year group teachers create the short-term lesson plans for each session. These plans list the specific learning objectives and resources for each lesson. These are for the year group teachers' use but may be shared with colleagues, as necessary.

IMPLEMENTATION

Pedagogy

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.

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;

setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the 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.

Early Years Foundation Stage

We encourage the physical development of our children in the early years as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals. 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 challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

The contribution of PE to teaching in other curriculum areas

Mathematics

We provide opportunities for children to practise skills of measuring time and distance in PE lessons. This is important to see these skills in a real life context.

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.

Science

Through the teaching of PE, pupils are able to learn about the effects of exercise on the body and develop an understanding of momentum and how it helps to build force and enable rolls. Pupils will learn the names of muscles in body tension exercises and explore weight transfer for jumping and throwing for distance. Pupils will also learn about the positive impacts of exercise on personal wellbeing and physical health.

Geography

We have developed a progression in orienteering to use in geography lessons with a secondary aim of building pupils' fitness.

Special educational needs (SEN)

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our 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.

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, and 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.

Children identified with special educational needs and needing additional support will be provided with an Individual Provision Map (IPM). The IPM may include, as appropriate, specific targets relating to PE. We enable pupils to have access to the full range of activities.

Equal opportunities

As a staff we endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in mathematics. We aim to take into account cultural background, gender and language differences, both in our teaching attitudes and in the published materials we use with our pupils.

Primary Sports Funding

The school work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the PE subject leader and the Head teacher. The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their children. Schools receive PE and Sport Premium funding based on the number of children in Years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the Mellers Primary School website under 'PE and Sport Premium'.

Resources

Resources are stored centrally in the shed outside. They are replaced when needed to ensure that pupils always have access to the equipment needed.

Health and safety

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 including footwear with the exception of gymnastics and dance where bare-feet are required. 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.

Extra-curricular activities

The school provides a range of PE-related activities for children at the end of the school day. 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 local 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.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the 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. The subject leader has specifically allocated time in which to fulfil this role by observing teaching in the subject. They also monitor planning and ensure that the intent for PE is being effectively implemented.

A named member of the school's governing body is briefed to oversee the teaching of PE. This governor meets with the subject leader to review progress termly and receives a written report. Where children are to participate in activities outside the classroom, for example, a visit to an outside site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

IMPACT

Assessment and recording

We expect most children to achieve age related standards or better in PE within each year group. We also look for pupils that show a greater depth of understanding. We assess children's work by making informal judgements as we observe them during each lesson.

Children's progress and attainment per unit of study is tracked through the assessment framework on SIMS on an annual basis. The subject leader reports on:

- 🛡 recent development work
- 🛡 performance analysis
- 🛡 pupil outcomes in relation to development priorities, their impact on teaching and learning, and future developments.

Governors monitor the effectiveness of the school twice a year through a variety of other activities including learning walks and classroom observation as per the Monitoring and Evaluation framework in the School Improvement Plan.

Signed:

Date: