



Small enough to care...big enough to inspire

Physical Education Policy

The Importance of P.E. in the curriculum

Physical education develops 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, 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. Through PE activities, we encourage children to make healthy lifestyle choices throughout their lives.

Aims for the teaching of PE

The aims of our physical education policy are to ensure that all pupils:

- 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.

Teaching & Learning in PE

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 children to evaluate their own work as well as the work of others. 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. Teaching staff must recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Planning for PE

PE is a foundation subject in the National Curriculum. Our school uses the West Lancashire Sports Partnership Scheme of work as the basis for our curriculum planning in PE. Throughout the course of the year, we teach dance, games, outdoor and adventurous activities, swimming and water safety and athletics. The curriculum planning in PE is carried out in two phases (long-term and short-term). The long-term plan maps out the PE activities covered in each half term during the year on a one-year programme. Teachers then use short term plans, based around the West Lancashire Sports Partnership Scheme of work, as the basis for lessons. These list the specific learning objectives for each lesson. We plan the PE activities so that they 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 year group units so that there is increasing challenge as children move up through the school.

The curriculum requirements for PE

Early Years Foundation Stage

By the end of the foundation stage children should be able to:

- Move spontaneously, imaginatively and confidently showing control, coordination and awareness of space.
- Use small and large equipment, showing a range of basic skills
- Recognise the importance of keeping healthy and those things which contribute to this.
- Recognise the changes that happen to their bodies.
- Repeat, link and adapt simple movements and comment on their work.

Development Matters and the EYFS Early Learning Goals documents outline key milestones in physical development against which children are assessed from the age of three to the end of the Foundation Stage.

Key Stage One

National curriculum 2014 states that pupils at key stage one 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 Two

The national curriculum requires pupils at key stage two to 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 enjoy 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]
- 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 either in key stage 1 or key stage 2. At Crawford Primary School the children in Class 2 (Year 1, 2 & 3) all benefit from a 45-minute swimming lesson for 6 months of the year for the three years they are in that class. In addition, when children move up into the next class, if they are not able to swim a distance of 25 metres confidently and proficiently, they are given the opportunity to participate in the weekly swimming lessons until they have achieved National Curriculum expectations.

Pupils will 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.

P.E. across the curriculum

At Crawford Village, PE is linked to various areas of the curriculum.

Personal, social, health and economic education (PSHE) and citizenship - children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development - the teaching of PE offers 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.

Computing - ICT resources can be used to support PE teaching when appropriate. In dance for example, children may 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.

Extra-curricular activities

Through the West Lancashire School's Sports Partnership, the school provides a range of extra-curricular PE activities including high-five, tennis, rounders, football, running, dance, table tennis and cricket. These encourage children to further develop their skills in a range of the activity areas. The school also participates in inter-school competitions and events organised by the sports partnership. 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. We also have a strong link with a local high school which gives the children across both key stages the opportunity to try out a range of different sporting activities and to learn and to develop new skills. It is also a great opportunity to work with other children from local primary schools.

Assessment and recording

Teachers assess children's work in PE by making judgements as they observe the children working during lessons. In the EYFS and Year 1, the children are assessed against the Fundamental Movement Skills. Children who have not achieved these are re-assessed termly to ensure progress is being made. In KS1 & 2, progress made by children is measured against the West Lancashire Sports Partnership Scheme of work assessments for each year group. At the end of a unit of work, teachers make an assessment as to whether the child is entering, developing or secure in terms of their performance against the expectations and criteria within the know, show and grow for each PE activity. Children in EYFS, Y1 and Y2 will be baselined and assessed throughout the year against Fundamental Movement Skills. Years 3-6 will be assessed against sport skills specific criteria for individual sporting activities. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

Monitoring and review

The monitoring of the standard of children's work and of the quality of the teaching in PE is the responsibility of the subject leader. The subject leader supports colleagues in the teaching of PE, and informing them about current developments in the subject. The PE subject leader gives the headteacher and governors an annual review evaluating the strengths and weaknesses in the subject and indicates areas for further improvement. An action plan for PE is drawn up based on these areas for improvement. This is regularly reviewed throughout the year.

Single Equality

All pupils can access a broad and balanced PE curriculum, which meets the specific needs of individual and groups of pupils including those who have diverse special educational needs, disabled youngsters, gifted and talented children and those with English as a second language. This is in line with our Single Equality Policy where adjustments are made to remove any barriers to children's learning and development. Lesson planning, delivery and assessment tries to ensure that children are provided with appropriate and effective opportunities to actively participate and succeed. Needs of individuals are met by appropriate support staff, a range of equipment, appropriate groupings, safe spaces to work and differentiated tasks which enable all pupils to make progress.

Intervention through an IEP or EHCP for children with special educational needs may include, as appropriate, specific targets relating to PE.

Resources

We have a wide range of resources to support the teaching of PE across the school. Equipment is used at playtimes and lunchtimes by our playground leaders, as well as during the PE lesson. PE lessons take place on the school playground, the school field

and at Nye Bevan swimming pool for swimming lessons.

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. Teachers are expected to set a good example by wearing appropriate footwear when teaching PE. No jewellery is to be worn for any physical activity.

The role of the Governing body

The Governing body reviews action plans and their progress. A nominated governor may attend staff inset and watch the teaching of PE in school.

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