



P.E Policy

Mission Statement

Corrie nurtures and encourages all children to realise their personal best and to fulfill their potential in the academic, sporting and performing opportunities provided in and out of school. Our carefully planned climate of celebration of pupil achievement includes a sense of enjoyment that childhood days will be remembered as fun. Our vision is of an environment where our children can develop the life skills necessary to become fully integrated members of society. Corrie aims to do this by providing a caring and stimulating learning environment where all are welcome, respected and encouraged to achieve the highest standards in both work and play. Through mutual respect and appreciation we aim to provide enrichment and enjoyment for everyone. By fostering support and loyalty we offer an environment in which we clearly value the contribution of each individual.

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 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;
 - no discrimination will occur because of sex, religion, race, culture or physical ability;
 - children are encouraged to value each other and work as a team.

3 PE curriculum planning

- 3.1** PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1. The governors of the school have decided that we should teach swimming and water safety as a block unit in year 4. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus athletics and outdoor and adventure activities.
- 3.2** The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities

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covered in each term during the key stage. The PE subject leader works this out in conjunction with the partnership leaders from the Kickstart organisation and the teaching colleagues in each year group.

- 3.3** Our medium-term plans are taken from the P.E. Passport Scheme of Work as used and developed by our P.E. and Sports partner, Kickstart. We have adopted this planning and assessment format after going into partnership with Kickstart who now provide our PPA cover, CPD in PE and after school and lunchtime provision. The scheme is much more interactive and detailed and up to date than the Val Sabin scheme, which it replaced.
- 3.4** Class teachers complete a daily plan for each PE lesson using the PE Passport scheme as a basis for these plans. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
- 3.5** 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 scheme of work, so that the children are increasingly challenged as they move up through the school. During the annual Sports and Health week, all the children are provided with many opportunities to take part in a wide variety of sports and activities which they would not normally have access to.

4 The Foundation Stage

- 4.1** 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 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.

5 Contribution of PE to teaching in other curriculum areas

5.1 English

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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 Information and communication technology (ICT)

We use ICT 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. This is done using the i-pads in each class which have the P.E. Passport downloaded onto them.

5.3 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.

5.4 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. 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 needs

- 6.1** We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

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 at the end of a unit of work on the PE Passport that they receive training on during CPD sessions with the Kickstart staff. Teachers make a judgement

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against the National Curriculum levels of attainment and the key skills for each unit. These assessments allow the PE Co-ordinator and the class teacher to track which children are achieving the expected standard, which children are not achieving the expected standard and which children are exceeding the expected standard in all units. 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.

- 7.2** The PE subject leader keeps photographic and video evidence of children's work on the P.E. Passport. This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the QCA and the DfEE.

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 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. The PE subject

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leader should manage their time effectively and is given regular management time in order to review evidence of the children's work and undertake lesson observations of P.E teaching across the school.

The PE subject leader gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

11 Extra-curricular activities

- 11.1** The school provides a wide 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.
- 11.2** It is the responsibility of the class teacher to provide an appropriate P.E. curriculum in a safe environment.
- 11.3** The leadership team's role is to encourage good practice and to ensure that the P.E. policy is being followed by staff.

Signed:

Coordinator: Mr. Simon Griffin

Date discussed with staff: September 2022

Date discussed with Governors:

Date of review: Autumn 2024