



### **Physical Education Policy Rationale**

Physical Education, experienced in a safe and supportive environment, provides a vital contribution to a pupil's physical development and well-being. A broad and balanced physical education curriculum, experienced in a safe and supportive environment, provides for pupils' increasing self-confidence in their ability to control themselves and their bodies within a variety of movement situations. This will prepare them for a healthy, happy and active life beyond Beaver Road.

We work closely with the School Council, Rights Champs and Sports Ambassadors to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a School community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010. The school's values are reflected in the inclusive and active units of work in the curriculum.

This policy complies with the requirements of GDPR 2018 and all rules surrounding Safeguarding.

### **Aims and Objectives**

#### ***Aims:***

- To ensure pupils appreciate the importance of a healthy, active and fit body and mind, and understand the factors that encourage health and fitness.
- To develop a pupil's ability to work independently and to respond appropriately and sympathetically to others.
- To encourage children to become physically confident by promoting a broad base of knowledge, skills and understanding of movement.
- To encourage pupils to give their creative and expressive abilities physical form.
- To work with other schools to share good practice in order to improve this policy.

#### ***Objectives:***

- To remember, repeat and refine actions and to perform them with increasing control, coordination and fluency.
- To select, link and apply skills, tactics and compositional ideas.
- To evaluate their own and others' work, and use these evaluations to develop their own skills.
- To develop a sense of responsibility towards their own and others' safety and well-being.

### **Teaching and Learning Styles**

Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

Teaching styles incorporate a variety of individual, paired and group activities. Pupils work in independent, collaborative and competitive situations that aim to cater for the strengths and needs of every pupil. These, experienced within a range of areas of activity, aim to promote the knowledge, skills and understanding of movement skills. In this way a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background is also developed. Pupils are also provided with opportunities to develop their creative and expressive abilities through dance and improvisation. They are encouraged to appreciate the importance of a healthy body and mind, and begin to understand those factors that affect health and fitness.

Teachers at Beaver Road Primary School use a variety of learning and teaching styles in Physical Education along with a range of strategies that cater for different types of learners.

These include:

- Use of videos, images and diagrams
- Use of computer software including iPads for performances and scores
- Use of the outdoor environment
- Effective questioning
- Pupil demonstration and explanation
- A range of suitable learning opportunities are planned and used to cater for different abilities with children working independently or collaboratively, in pairs, in groups and as a whole class.

### **Structure of a Lesson**

The Physical Education curriculum at Key Stage One and Key Stage Two follows the National Curriculum for Physical Education, and includes gymnastics, dance, athletics and games for Key Stage One with the addition of athletics, swimming and outdoor and adventurous activities for Key Stage Two. Early Years follow the Gross Motor Skill objectives from the Early Years Foundation Stage.

Activities are adapted for suitability to the ages and abilities of the pupils. To ensure safe use of apparatus and resources, children will be taught about its appropriate use, movement and placement.

### **Planning**

This is organised in three stages:

#### ***Long Term Planning***

This is based on the National Curriculum for Physical Education, which details what is to be taught over the Key Stages and provides the basis for planning physical education activities for each year group. This is undertaken by the physical education coordinator and varies

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little from year to year, unless there are changes to the National Curriculum. It is monitored regularly and evaluated annually by the Physical Education subject leader. The long term overview is inputted into the PE Passport application where teachers can access activities for different topics and areas of sport and see the coverage for their year group across the academic year.

### ***Medium Term Planning***

This takes the long-term plan and organises the teaching of Physical Education into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

### ***Short Term Planning***

The short term planning details the physical education activities that take place over two weeks. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals may also be set for pupils in some lessons. In their planning of activities, teachers will anticipate likely safety issues. They will also discuss any implications with the children. Children are always encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking physical activities.

### **Early Years Foundation Stage**

“Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.”

*Development Matters - Non-statutory curriculum guidance for the Early Years Foundation Stage.*

We recognise the importance of Physical Development in the Early Years Foundation Stage as a key area of learning. The teaching of PE in the Foundation Stage covers the development of early and basic physical skills, through play activities that support the development of the fundamental movement and gross motor skills. By the end of Reception, the children are expected to negotiate space and obstacles safely, considering themselves and others around them. They will be able to demonstrate strength, balance and coordination when playing, as well as moving energetically in different ways such as running, hopping, skipping, climbing and jumping. Children in the EYFS access time and space to enjoy energetic play daily, using apparatus and large portable equipment during their free flow continuous provision. Furthermore, specific Physical Development lessons give children the opportunity to practise fundamental movement skills through games with equipment such as bean bags, cones, balls, skipping ropes and hoops. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. The above skills and acquired knowledge are then built on when children enter Key Stage One.

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### **Cross-Curricular Links**

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of skills. Poetry are encouraged as a stimulus for developing dance performances and building our class topics into our dance planning. This enables opportunities for subjects such as History, Science or Geography to intertwine within our physical education curriculum. Children are encouraged to record scores, use timers, create tally charts and count during physical education lessons. At Beaver Road, we plan active Maths and English sessions within our year group planning so the children are taking their learning outdoors or into a larger space such as the hall, which provides an alternative environment from the classroom to work on a larger scale. Active learning develops the children's team building skills and encourages them to think about and apply what they know from their lessons and use them in a fun, active way to solve problems and complete challenges.

The School Council, Rights Champs and Sports Ambassadors will be involved in asking other children their thoughts in regards to their enjoyment of lessons, resources, clubs and opportunities provided.

### **Marking and Feedback of Physical Education**

Verbal feedback is used throughout PE lessons to communicate with the children about their next steps. Additionally, the use of demonstrations from the teacher, high quality examples from the children as well as photographs and recordings from lessons and collaborative (peer) feedback are utilised.

### **Resources**

A range of physical education resources are kept in large containers, accessible to teachers and sports coaches for use in lessons and clubs. Part of our budget has been invested into providing sporting equipment on the playgrounds so the children have the opportunity to develop their gross motor skills, fundamental movements, whilst promoting team building skills at break and lunchtimes. New gymnastics equipment has been purchased in the junior school to support high quality teaching and learning. Resources must be returned after use from the appropriate area and any damage to resources must be reported to the PE coordinator as all resources must be deemed safe to use.

### **Assessment**

The physical education curriculum is monitored on a regular basis by the subject leader, who studies pupils' performances, monitors teaching practice and planning and ensures parity of entitlement for all pupils across the School. They identify the training needs of the staff and plan the training programmes. They also attend training for coordinators and subject leaders run by external providers.

Pupils are assessed using our whole school assessment tool, Pupil Asset, which is analysed by the subject leader and filled in by both our Physical Education Specialist and class teachers. They also use the PE Passport application to plan units of work, and monitor and assess pupil's progress throughout the year. Formative assessments are continuous, ongoing and identify the needs of the individual pupils. These form part of the physical education lessons, and are used to inform the pupil's future developmental areas and lessons.

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### **Monitoring**

Our teaching staff monitor the children through observation, discussion with the sports coaches both internal and external, assessments during lessons, PE passport and Pupil Asset. The teaching of PE is monitored by the PE subject leader and sports team through analysing and tracking progress on our assessment tools (Pupil Asset), lesson observations, questionnaires, staff training sessions and implementing and evaluating the actions on our Physical Education action plan.

### **Inclusion**

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the class organisation. However, when a child has very specific additional needs, support is provided firstly by the School's internal organisational structure, which gives personal assistance and additional practice, and is administered by support assistants within the school during the lessons. It is imperative to ensure children with special educational needs and disabilities, as well as children with pupil premium status, have access to sporting after school clubs and outdoor adventure excursions, with support from additional adults where required.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this School.

### **Informing Parents**

Parents are welcome to attend Sports Days, dance performances and team events as well as access photographs and videos of their children via Seesaw, X (formerly Twitter) or the school website. We inform parents about their child's skills and progress through school reports and parents evening. Parents can access information on the school website to see which areas of sport their child will cover throughout the year. Parents receive information online about upcoming sporting events and after school clubs which are applicable.

In regards to safeguarding in PE, parents are reminded at the beginning of each school year and through that children are expected to wear suitable clothing (black t-shirt and shorts) and footwear for all types of physical education. Details of this can also be found in the parents' handbook, where the rules for clothing and safety in PE, including clothing and jewellery rules, are detailed.