



West Winch Primary School

PE Policy 2017

Aims and Objectives

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.

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.
- to develop the ability to compete;
- to promote team working and good sportsmanship;
- to encourage a healthy lifestyle.

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/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.

We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of varying difficulty, enabling all children to work to their full potential;
- providing a range of challenges using different resources;
- using teaching assistants to support the work of individual children or groups of children.

PE Curriculum Planning

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. Outdoor & Adventurous Activities are covered during a residential trip in Year 6. The

curriculum planning in PE is carried out in two phases (medium-term and short-term). Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. For dance, gymnastics and games we have adopted the Val Sabin schemes of work. We plan the PE activities so that they build upon the prior learning of the children. There is planned progression built into the scheme of work, so that all children are increasingly challenged as they move up through the school.

Early Years Foundation Stage (EYFS)

We encourage the physical development of our children in the reception class as an integral part of their work. The physical development of the children is related to the objectives set out in the EYFS 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.

Teaching PE to children with SEN

At West Winch Primary 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. We enable pupils to have access to the full range of activities involved in PE.

Assessment and Recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. This allows the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

Resources

There is a wide range of resources to support the teaching of PE across the school. 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.

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. 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 or watches are to be worn and that long hair is tied back for any physical activity. Children should not wear earrings for health and safety reasons (micropore tape or plasters can be used, but this does not give full protection).

Monitoring and Review

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.

Extra-Curricular Activities

There is a range of PE-related activities for children at the end of the school day and during lunchtimes. 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 within regular newsletters. 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.

Adopted: Autumn 2017

Review: Autumn 2019

A handwritten signature in black ink, appearing to read 'H Habbin', with a long horizontal flourish extending to the right.

Heather Habbin - Chair of Governing Body