



## Wyton on the Hill Primary School PHYSICAL EDUCATION POLICY

We believe that P.E. is essential to the development and well being of the whole child. P.E. enhances physical development through the acquisition of skills and develops aesthetic awareness: it presents intellectual challenges and promotes positive attitudes to learning. P.E. is about enhancing children's enjoyment, developing confidence and skill in physical activity and introducing them to the pleasures of sport.

Physical Education is the development of "knowledge, understanding and skills through participating in activities which involve pupils in planning, performing and evaluating their work".

QCA Expectations in Physical Education KS1 and 2 1997

### 1

#### **Policy Statement**

- 1.1 Physical Education is a foundation subject within the National Curriculum. This policy outlines the school's aims and how it is taught in our school.
- 1.2 Physical Education at Wyton on the Hill Primary School is based on the attainment targets set out in the National Curriculum.
- 1.3 The policy reflects the consensus of opinion of the whole teaching staff and has the support and agreement of the *Governing Body*.
- 1.4 The implementation of this policy is the responsibility of all the teaching staff.

### 2

#### **Aims**

We aim for each child:

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency [acquiring and developing].
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas [selecting and applying] and to develop artistic and aesthetic appreciation within and through movement.
- To improve observational skills and the ability to describe and make simple judgement on their own and others work, and to use their observations and judgements to improve performance [improving and evaluating]
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising [knowledge and understanding of fitness and health] and to promote a healthy active lifestyle.
- To develop the ability to work independently, and communicate with and respond positively towards others [working alone and with others].
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being [applying safety principles].
- Develop positive attitudes to physical endeavour including perseverance, fair play, team work and sporting behaviour and the ability to cope with success and failure.  
To develop, stamina, suppleness and strength and grow in self confidence and personal satisfaction.  
To show commitment and enjoyment of PE and sport.

### 3

#### **Entitlement**

- 3.1 All pupils will have equal access to the curriculum at a level appropriate to their ability. .
- 3.2 The pupils' entitlement to PE is set out in the *Governments Public Service Agreement* which states that every pupil's entitlement is 2 hours of High Quality PE and Sport within and beyond the curriculum.
- 3.3 Lessons will be differentiated as appropriate to take into account the abilities of the children

### 4

#### **Implementation**

##### **Foundation stage**

- 4.1 Children in the Foundation Stage will follow the EYFS (Early Years Foundation Stage Curriculum). Physical development in the foundation stage is about improving the skills of coordination, control, manipulation and movement. The children are given daily opportunity to practice and refine gross and fine motor skills in indoor and outdoor environments. They will be encouraged to be aware of the changes to their bodies as they exercise and the benefits to their health.

### 4.2

##### **Key stage 1**

The Programme of Study set out in the statutory order of the National Curriculum forms the content of the school's Physical Education curriculum. The school's long-term planning map will ensure that children have

experience of all aspects of PE during their Primary Education.

In each year pupils will be taught 3 areas of activity: Games, Gymnastics and Dance, using indoor and outdoor environments as appropriate.

4.3

### **Key Stage 2**

In each year pupils will be taught 6 areas of activity: Games, Gymnastics, Dance, Athletics, fitness and Outdoor and Adventurous Activities. Swimming and Water Safety will be taught in Key Stage One and Key Stage Two.

In all year groups, children will be provided with appropriate opportunities to plan, perform and evaluate their own work as well as that of others.

Each class will have at least two lessons of PE each week and timetables for these are displayed in the staff room.

Children in KS1 and KS2 have the opportunity to attend after school sports clubs and activities.

Ten minutes of 'take 10' 'Wake & Shake' stamina exercises are delivered at least three times a week.

5

### **Planning**

5.1

Units of work are planned on a half termly basis, using Cambridgeshire Games planning document, Val Sabin Gymnastic scheme of work, Top Start, Top Athletics, UK athletics scheme, Top Play, Top Sport, Top Dance, Fit For Tops, Primrose Dance and Top Outdoor Adventure cards, all based on the QCA Scheme of Work.

5.2

The school's curriculum map shows a long term framework.

6

### **Teaching and Learning**

6.1

These four areas of learning are taught across all areas of physical activity.

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional idea
- Evaluating and improving performance
- Knowledge and understanding of health

6.2

The children may be taught as a whole class or in groups as appropriate.

6.3

Sports coaches from outside of school may teach PE during the school day and run after out of school hours clubs. They will work in accordance with school staffing procedures and policies.

6.4

Use of any additional staff will be planned for.

6.5

The children will be given training and increasing responsibility for safe handling and moving of equipment when appropriate. Safety rules must be established and a set of rules for Gym are displayed in the hall. Children with specific physical disabilities may need extra support to ensure their safety. Information and guidance on the school dress code for PE are included in the school rules and the school's Health and Safety Policy.

6.6

The children and staff must dress appropriately for the activity they are doing.

6.7

Appropriate links will be made with other curriculum areas, for example:

- Numeracy - measuring distance and performance over time and plotting of pulse rates
- Literacy - the language of movement and in the evaluating of pupils performance
- Geography - through orienteering
- Music - through the stimulus in Dance
- Science - when looking at the effects of exercise on the body
- Personal Development - Through the etiquette of games, traditional dances and working in pairs, groups and teams.

6.8

Where appropriate, PE display material is used to support subject knowledge and sporting achievements and activities are celebrated as appropriate throughout the school year.

The curriculum map ensures that the activities in each year group and key stage support optimum continuity and progression for all pupils. Information on pupils is passed on in verbal and written form through staff meetings, end of year reports and transition meetings.

6.9

All members of staff reinforce the same standards and have the same procedures in PE. The PE Coordinator is responsible for inducting new staff in the expectations, use of equipment and apparatus and familiarity of the schemes of work.

6.10 All activities must start with a warm up, stretches and end with recovery from exercise.

**7** **Equal Opportunities and Inclusion**

7.1 Every attempt will be made to fully integrate pupils of all abilities, cultures, religious beliefs and genders, into participating in physical activities with other children.

7.2 All activities are taught in mixed ability groups.

7.3 For more information see the school's Inclusion Policy.

**8** **Equipment and Resources**

8.1 Gym apparatus is stored in the hall and outdoor equipment is stored in the PE shed in the playground.

8.2 The equipment is regularly checked by the PE Coordinator but the maintenance and safety of all equipment and apparatus is the responsibility of all staff and any issues must be raised as they arise. The gym apparatus is checked on an annual basis by a gym contractor, who ensures that the apparatus is safe to use. The Head teacher is responsible for ensuring that these checks take place.

8.3 Pupils are taught to manage, handle and use the pieces of apparatus and equipment safely within lessons.

8.4 Pupils have access to sporting equipment at break and lunchtimes.

**9** **Assessment, Recording and Reporting**

9.1 Assessment in Physical Education follows the whole school Assessment, Recording and Reporting Policy.

9.2 Children's progress in the Foundation Stage will be assessed using the Development Matters Document.

9.3 Each class teacher is responsible for assessing, recording and reporting children's progress and attainment in Physical Education.

9.4 Formal and informal assessment is used to inform planning and teaching.

9.5 Reporting at the end of Key Stage 2 is also used to inform the transition process into Year 7, from primary to secondary school.

**10** **Monitoring and Evaluation**

10.1 The PE Coordinator is responsible for the leadership of PE within the school and is, in turn, responsible to the Head teacher.

10.2 The Head teacher and PE Coordinator will monitor Physical Education in line with the Monitoring and Evaluation Policy.

**11** **Review**

11.1 The PE Coordinator will review this policy annually. Any suggested amendments will be discussed with the Head Teacher and staff and will be presented to the Governors when appropriate.