



Physical Education Policy

Condovery and St Edward's CE Primary Schools

Last Reviewed: September 2021

Next Review: September 2023



Intent

Condover and St Edward's Primary Schools believe that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. Our aim is to develop the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. We want to teach children skills to keep them safe such as being able to swim. We also aim to teach children how to cooperate and collaborate with others and to understand rules as well as to recognise and describe how their bodies change and feel during exercise and the importance of fitness on their longer term mental and physical health. We intend to develop a competitive ethos in children, so they learn how to embrace challenge, success and failures as individuals and teams. Our curriculum aims to improve the wellbeing and fitness of all children at Condover and St Edward's, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

Implementation

- PE at Condover and St Edward's Primary Schools provide challenging and enjoyable learning through a range of sporting activities including but not limited to; invasion games, net & wall games, striking and fielding games, gymnastics, dance, swimming and outdoor adventure activities.
- The long-term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.
- Teachers use, and adapt, a range of planning resources to ensure lessons across years show progression.
- Pupils participate in two hours of high quality PE lessons each week, covering two sporting disciplines across a term. In addition, children are encouraged to participate in the varied range of extra-curricular activities after school.
- Every child is invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development, but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.
- Children in KS2 swim once a week for at least 5 weeks every year.
- All classes participate in Active8 every day, which contributes to the overall government target of all children being active for at least 60 minutes a day.
- Playground resources have been and continue to be developed to promote physical activity. This is done through trim trails and outdoor gym equipment.
- A small number of children are nominated to be Sports Council.

Impact

Upon leaving Condover and St Edward's Primary schools:

- children understand the impact of physical activity on their own body and the importance of activity to support their learning.
- children have a wide range of subject specific vocabulary.
- children can apply the correct technique to a variety of sports.
- a pride is developed for our school and children become proud of sporting achievements wanting, to be more active for the benefit of themselves in later life.



- children become stewards of their own learning and support peers to continue to improve and excel.
- Year 6 pupils leave school with the skills to self-rescue in the water and swim 25 metres competently.

Teaching and Learning

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 as well as modelling excellent practice themselves. We encourage the children to evaluate their own work as well as the work of other children using a variety of devices including IT. Within lessons we give the children opportunities to collaborate and to compete with each other, and they have the opportunity to use a wide range of safe and high quality resources. 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.
- Setting tasks of appropriate levels, where all children are challenged to improve according to their individual ability.
- Providing a range of challenge through the provision of different resources .

Planning

PE is a foundation subject in the National Curriculum. Condovery and St Edward's has developed its own PE overview based on targeted sports/games. In Key Stage 1, we teach basic skills such as fundamental movement skills. In Key Stage 2 we teach dance, games, (invasion, net and field striking, health and fitness) gymnastics, swimming and water safety, athletics, circuit training and outdoor and adventurous activities.

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 covered in each term during the key stage.

Long Term – This is an overview of different PE activities for each term, set to coincide with our sports games competitions and encompassing all of the PE curriculum.

Medium Term – Half-termly plans outline progressive teaching points, strategies and steps for each group. These plans are linked to previous teaching and learning as a sequential element of the curriculum map.

Short term – each lesson is planned and delivered to promote the progression of children's skills, knowledge and abilities. All teachers are offered the support of the lead for PE.

Sports Premium Funding

Condovery and St Edward's uses the entirety of our allocated funding to make additional and sustainable improvements to the quality of PE and sport that we offer. The sports premium funding is used exclusively to:



- develop or add to the PE and sport activities that we already offer
- make improvements now that will benefit pupils joining the school in future years

As a legal requirement the school has an overview of the spending and impact displayed on our website so that our parents are aware of how the funding is allocated.

The Early Years Foundation Stage

We encourage the physical development of our children in Reception as an integral part of their work. As Reception 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 Years Framework.

Equal Opportunities/Special Needs

We believe that all children have equal rights to all aspects of the school. We aim to actively challenge any examples of inequality or stereotyping especially those based on race, beliefs, culture or sex. In order to ensure pupils with SEND access the full PE curriculum, teaching staff will provide the appropriate support.

Assessment

All children's work is assessed as they are working, and constructive feedback and development points are given as and when necessary.

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 teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the school is that no jewellery is to be worn for any physical activity. Risk assessments are carried out regularly and normal operating procedures (NOP) and emergency action plans (EAP) are in place and reviewed annually.

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 coordinator. The work of the subject co-ordinator 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 leader gives the head teacher an annual summary report in which he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Review

This policy will be reviewed biannually by the PE coordinator and amended as appropriate. It will then be scrutinised by the head teacher and the Local Academy Board.