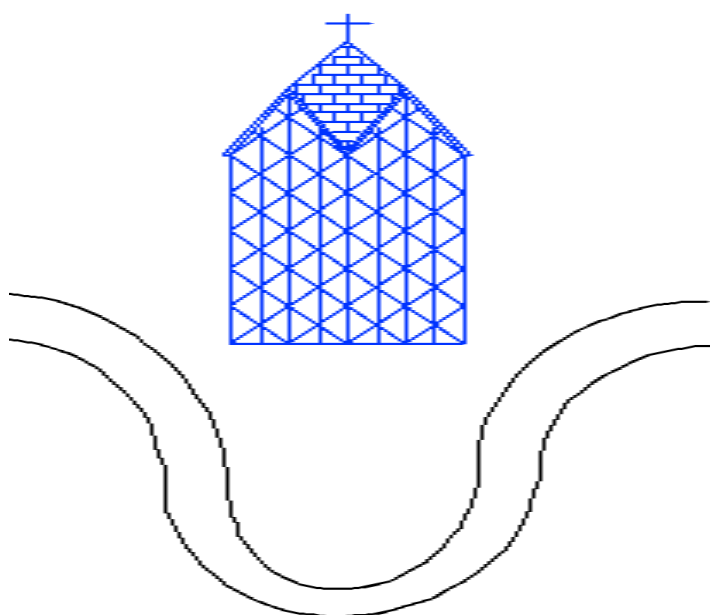


ST PAUL with ST LUKE
CHURCH OF ENGLAND PRIMARY SCHOOL
Leopold Street, Bow, London E3 4LA

Physical Educational Policy Version Control

Version no	Amendments	Approval date

**Physical
Education
Policy**



St Paul with St Luke C of E Primary School

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 it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.

1.2 The objectives of teaching PE are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- 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 show children how to improve the quality and control of their performance;

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- 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 At St Paul with St Luke Primary School we employ trained PE coaches who 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 the coaches do this through a mixture of whole-class teaching and individual or group activities. Coaches draw attention to good examples of individual performance as models for the other children, and they encourage the children to evaluate their own work as well as the work of other children. Within lessons they 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 children have a wide range of physical ability. Whilst recognising this fact, coaches provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. They 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).
- Being given the same task which will have different outcomes depending on the ability of the child.

3 PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. We employ Sports Coaching Ltd to deliver top quality PE teaching, covering all areas of the curriculum. As required, they teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 they teach compulsory dance, games and gymnastics. Additionally, swimming and water safety is taught throughout the whole year for year 4.

3.2 The curriculum planning in PE is carried out by Sports Coaching Ltd and the sports coaches. They have detailed planning that sets out the learning objectives for each unit, differentiated expectations for the end of each unit and accounts for equipment and health and safety issues. This ensures that all areas are covered and the equipment is used safely and to its full potential.

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, control of the way they move, and care in the handling of tools and equipment. We encourage development of both gross and fine motor skills. 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

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 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. Additionally, we organise one-off events such as healthy eating week, which further promote a balanced diet as an essential component for athletic performance.

5.3 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. Children are encouraged to make links between PE lessons and our six school values, particularly caring and respectful, celebrating individuality and working together.

6 PE and ICT

- 6.1** Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics videos are made of recordings of their performance. The children use these to develop their movements and actions. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during outdoor activities. We also have iPads which the children themselves can operate to record each other during activities.

7 PE and inclusion

- 7.1** We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access (SENDA); Gifted and Talented; English as an Additional Language (EAL).
- 7.2** When progress falls significantly outside the expected range, the child may have special educational needs. The sports coaches' assessment process looks at a range of factors – equipment, teaching style, differentiation – so that they can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows them to consider each child's attainment and progress against expected levels. This helps ensure that their teaching is matched to the child's needs.
- 7.3** Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.
- 7.4** We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- 8.1** Coaches assess children's work in PE by making evaluations as they observe them working during lessons. All pupils are encouraged to evaluate their own work and to suggest ways to improve. At the end of a unit of work, coaches make a judgement about each child's level of attainment. The evaluations after each lesson assess the children on their ability and behaviour; coaches record percentage of children from the class that have met the objective for the lesson and strategies to be included in the next lesson to reinforce the objective for the children who require further support, high and low achievers are also identified through these evaluations.

9 Resources

- 9.1** 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,

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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.

10 Health and safety

10.1 It is the general teaching requirement for health and safety that applies to 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 coaches set a good example by wearing appropriate clothing when teaching PE. The children are encouraged to wear black shorts and coloured t-shirt. Beginning in in September 2016, the colour of their t-shirt will relate to the child's school house. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity.

11 Extra-curricular activities

11.1 The school provides a 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 also plays in various tournaments against other local schools, such as a regular football league and cricket tournaments. 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 cooperation amongst our children.

12 Monitoring and review

12.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the subject leader. The work of the subject leader also involves supporting coaches in their teaching, being informed about current developments in PE, and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, budget and planning annually.

12.2 This policy will be reviewed at least every two years.

Signed:

Date: