

PHYSICAL EDUCATION POLICY 2024

Physical Education in English Martyrs 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, athletics and outdoor adventure activities. We aim to provide challenging work to achieve success and allow pupils to progress as learners as well as performers. It involves thinking, selecting and applying skills and promoting positive attitudes towards a healthy lifestyle.

Aims & Objectives - Intent

- develop competence to excel in a broad range of physical activities;
- ensure that all children are physically active for sustained periods of time;
- enable all children to engage in competitive sports and activities;
- develop the children's ability to compare their performances with previous and demonstrate improvement to achieve their personal best;
- develop the children's enjoyment of physical activity through creativity and imagination;
- develop an understanding of fair play and team work according to the Fair Play Charter;
- develop a responsible attitude towards safety and safe practice and enable pupils to make informed decisions with regard to personal health, fitness and hygiene.

Teaching & Learning

At Haydock English Martyrs', 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 or 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 to collaborate and compete with each other, and they have the opportunity to use a wide range of resources. We employ a fully trained, experienced specialist sports provider who teaches games to children in both Key Stage 1 and Key Stage 2 every week.

Implementation

In all classes, children have a wide range of 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 increasing difficulty, where not all children complete all tasks
- Grouping children by ability, and setting different tasks for each group
- Providing a range of challenge through the provision of different resources

Curriculum Planning

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as a basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school.

In Key Stage 1 children are taught to master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination. The children are taught to participate in team games and perform dances using simple movement patterns.

In Key Stage 2 the children move on to use running, jumping, throwing and catch in isolation and in combination. They are taught to play competitive games which are modified where appropriate. The children develop flexibility, strength, technique, control and balance through athletics and gymnastics activities. The children perform dances and take part in outdoor and adventurous activities. In all aspects of PE the children are encouraged to demonstrate improvement on previous performances and to achieve their personal best. Swimming instruction is provided for children in Year 5 & 6.

We carry out the curriculum planning in PE in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term during the key stage.

Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

Class teachers plan for individual PE sessions as part of weekly planning. These plans list the specific learning objectives for each lesson and detail how the lessons are to be taught and assessed.

We plan the PE activities so that they build upon prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Expectations

Foundation Stage

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and Water Safety

Swimming instruction is provided in Key Stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- Perform safe self-rescue in different water based situations.

Cross Curriculum Links / Contribution of subject to other curriculum areas

English - PE offers wide opportunities for the development of language when meaning of words is illustrated in actions. Language skills are enriched by the expressive actions used in dance.

Information and Communication Technology - We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance and use them to develop their movements and actions. Older children compare each other's performance from recordings and use them to improve the quality of their work.

Personal, Social, Health and Citizenship Education (PSHCE) 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.

Spiritual, Moral, Social & 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 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 each other.

Foundation Stage

We encourage the physical development of our children in the Early Years Foundation Stage as an integral part of their work. This is one of the seven areas of learning. We relate the physical development of the children to the objectives set out in Development Matters and are assessed against the Early Learning Goals, which underpin the curriculum planning of children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle equipment. 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.

Equal Opportunities/ Inclusion

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a varied and stimulating education to all children. Teachers provide learning opportunities that are matched to the needs of the children with learning difficulties. Work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

More challenging targets are given to those children who have demonstrated a gift within PE. Children are directed through exit routes to clubs to develop talents in a particular sport. Children are placed on the Gifted and Talented register.

Health & Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and that of others at all times. We expect the children to change for PE into a white t-shirt, black shorts and black pumps for each activity area. Children should work in bare feet for gymnastics and pumps for games activities indoors. For Outdoor activities trainers are allowed. When the weather is cold the children are allowed to wear a tracksuit. The school follows the safety requirements as laid down by the guidelines in the BAALPE 'Safety Practice in PE'. Millennium Edition LEA, Guidance and School Policies Documentation. The policy of the governing body expects the teachers to set a good example by wearing appropriate clothing and footwear when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity. All long hair must be tied back. A risk assessment is made annually to ensure facilities and resources are safe and up to a standard of use. Risk assessments are completed when children are being taken off site to compete in any sporting activities. Visual inspections of equipment are made each time they are used.

Assessment & Recording

Teachers assess children's work in physical education by making assessments as they observe them working during lessons. Formative assessment strategies are on-going throughout lessons across a unit of work and across a term/ year. Teachers record the progress that children make by assessing the children's work against the key learning for their lessons. At regular intervals following retrieval opportunities, (to allow us to ensure learning has moved from short to long term memory) teachers will note any pupils who are not able to remember key learning and identify how they may be able to ensure that support can be put in place to ensure that they can continue to develop and make progress as they move on to learning within future topics. At the end of the academic year, they are able to use their professional knowledge and assessment information to indicate whether children are working towards, working at or working above age related expectations.

The physical education subject leader keeps evidence of planning, videos and photographs of children's achievements in a portfolio.

The subject leader uses 'Tell Me Time' to evaluate the quality of physical education provided. This is a strategy adapted from Alex Bedford's 'Pupil Book Study' research work. This involves speaking with the children at regular intervals discussing learning.

The PE programme is monitored and reviewed when necessary by the PE Coordinator.

Resources

There are a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the PE store which is only accessible to staff. The children use the school field for games and athletics activities and the local swimming pool for swimming lessons.