



## Billesley Primary School Physical Education Policy



### **Why teach PE?**

At Billesley Primary School we believe that Physical Education, experienced in a safe and supportive environment, is vital and unique to its contribution to a pupil's physical and emotional development and health. It develops an understanding of the many benefits of exercise, such as co-ordination, control, teamwork and skill through a balanced range of relevant activities, covering Gymnastics, Games, Dance, Swimming, Athletics and Outdoor and Adventurous activities.

The teaching of PE promotes an understanding and positive attitude towards active lifestyles in adulthood.

### **Aims**

We follow the Foundation Stage and National Curriculum, planning in accordance with End of Key stages statements.

At Billesley Primary we aim to:

- Provide at least two hours of high quality physical activity, enabling children to develop and explore physical skills with increasing control and co-ordination.
- Promote healthy, hygiene and fitness and an understanding of the effects of exercise on the body.
- Foster an appreciation of safe practice.
- Develop interpersonal and team building skills through a sense of fair play.
- Provide extra curriculum clubs for a range of activities to support interest as well as developing and enhancing future talent as well as sign posting to outside agencies.
- Participate in School Sport tournaments and competitions on a regular basis.
- Foster an enjoyment, and positive attitude to, the subject in school

“ Physical Education enthuses and inspires pupils to participate fully and develop a life-long love of physical activity, sport and exercise.”

Beyond 2012, February 2013.

### **School policy and the national curriculum**

The following four strands permeate all of the programmes of study in physical education and should be reflected in teaching across a unit of work.

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

The National Curriculum and Foundation Stage Curriculum describe what must be taught in PE for each Key Stage.

## Planning

Planning is undertaken at three levels:

**Long term** planning comprises of a curriculum map giving an overview of each year groups focus areas during an academic year to ensure even coverage of activities. These can be located in the PE Leader's folder and on the network. Early Years follow the Foundation Stage Curriculum guidance, which clearly specifies Early Learning Goals.

**Medium term** planning is carried out termly. TOP cards are used to support differentiation, provide planning stimulation and a variety of tasks to meet learning objectives. These can be located in the resources room.

**Short term** planning is carried out weekly. These plans include clear learning objectives and differentiation using the STEP acronym.

- **A**ltering **S**pace
- **T**ask
- **E**quipment
- **P**eople – support

## Cross-curricular links

PE and physical activity incorporate many aspects of Science and Health education. Wherever possible, opportunities will be taken to make links to other subjects.

## Organisation

Physical education lessons will be structured on the basis on the following model.

| Warm up   | Main Activity   | Cool Down  |
|---|---|--|
| Mobility followed by pulse raising activity and static stretching. Introduce and discuss the learning objective | Progressive, developmental activities linked to the main theme of the unit. | Evaluate the learning objective. Allow the body to return to a normal state. |

## Health and Safety

For safe practise and the law, staff need to refer to the B.A.A.L.PE document 'safe practice in PE'. Pupils are expected to work in a safe manner and develop an understanding of what this means.

For minor accidents, the class teacher or teaching assistant will deal this with immediately. For more serious incidents a qualified first aider will be called using the 'help' hands procedure.

Both staff and pupils when participating in all PE lessons must wear suitable clothing and footwear – refer to uniform policy. All jewellery will be removed or activities must be adapted to ensure the pupils safety at all times.

All children will participate in PE lessons unless deemed unfit to do so by the class teacher or with a supporting letter from parents. When this is the case, children who are excused will complete an observation form.

### **Assessment**

Pupils are constantly assessing, evaluating and making judgements about their own and others' work, which results in modifications and refinements within lessons. Core tasks are used at the beginning of every unit of work to provide a baseline assessment to inform planning and again at the end to assess progress.

### **Reporting**

All parents receive an annual written report on which there is a summary of their child's effort and progress in PE over the year. At the end of EYFS, pupil's achievements are assessed using the Early Learning Goals.

Informal feedback is offered to parents, when appropriate, to ensure gifted and talented children are identified and appropriate contacts to outside agencies are offered to ensure development and enhanced progression.

### **Role of subject leader**

The subject leader is responsible for:

- Liaising with School Sport Coordinator and other professionals.
- Monitor standards of achievement across the school.
- Monitor and evaluate the quality of teaching – providing support or CPD.
- To maintain and audit resources.
- To organise inset and CPD

### **Equal opportunities**

Refer to 'Inclusion Policy' and 'Equalities Policy'

### **Inclusion**

Refer to 'Inclusion Policy'.

### **School Sport Partnership**

Billesley Primary actively encourages opportunities to progress the PE curriculum through the support of the School Sport Partnership Programme. Pupils are supported through high quality coaching and compete in intra and inter competitions against other local schools. Competitions and tournaments cover a wide range of activities and allow for all abilities to participate.

Year 5 and 6 pupils are nominated to receive lunchtime Play Leader training, this develops their sporting skills and understanding of the skills. The leaders plan and manage stimulating activities for all ages at lunchtime.