

Newhampton Church of England Schools Federation

Physical Education Policy

Newtown Church of England Primary School

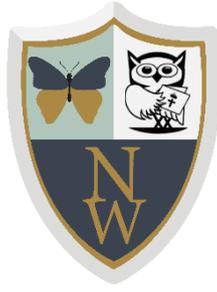
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Welshampton Church of England Primary School

Written by Subject Ambassador

Ben Crompton

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Values and Vision

Growing together in strength, love and wisdom, we shine.

“Let your light shine” Matthew 5:16

‘Let your light shine’ encapsulates the school’s commitment to provide an enriching education which is deep and broad. Pupils will be equipped for life in all its fullness through our Christian values of strength, love and wisdom.

Learning will be a journey of fun and adventure, broadening the horizons of our pupils and inspiring them to be the best they can be. Within a nurturing environment, we will support our pupils to give them the strength to flourish as confident, resilient and independent members of society.

Christian character illuminates all aspects of school life, where everyone is understood and valued. At the heart of our safe and inclusive schools, pupils will be kind, patient and respectful - developing a love of one another, a love of learning and a love of life itself.

The aspirational curriculum will foster curious and creative thinkers, who will be encouraged to maximise every opportunity and be proud of their achievements. Pupils will find joy in seeking knowledge and learning new skills, as they grow together on their journey through childhood.

Our schools are forward-thinking and outward-looking. We will continuously improve and evolve together, in order to inspire pupils who leave our schools feeling excited and ready for the future.

POLICY STATEMENT

At Newhampton we have a passion for Physical Education and sport that lasts a lifetime, both in school and in the wider community. We hope to provide high quality physical education, experienced in a safe and supportive environment, which is a unique and vital contributor to inspire children's physical development and well-being. For all children to receive an equal opportunity to engage in activities that they have an enthusiasm for. We are keen to develop healthy competition to promote high standards and sporting success in all types of sporting activities. That all children will understand the importance of other aspects of physical well-being, such as making healthy lifestyle choices and sportsmanship. This will be a part of their lives, not only in school, but at home as well.

CURRICULAR AIMS

At Newtown we aim to ensure all pupils:

- enjoy physical activity for sustained periods;
- acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts;
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- set targets and take initiative for themselves; compete against others, individually and as members of a team;
- make informed decisions about the importance (and value) of exercise in their lives and build firm foundations for life-long participation in sporting activity;
- develop positive attitudes towards participation in physical activity;
- have access to a variety of after school clubs for all age groups
- develop positive self-esteem through achievement;
- develop resilient and confident individuals through mental and physical health activities;
- understand the impact of making healthy food choices on personal well-being;
- appreciate and demonstrate fair play, honesty in competition and good sporting behaviour;
- provide opportunities to enable all children to swim 25 metres before moving to KS3.
- develop competence to excel in a broad range of physical activities.
- Include school values and School Games values in all sporting activities

OBJECTIVES

1. To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency (**acquiring and developing**).
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (**selecting and applying**).
3. To improve observation skills and the ability to describe and make simple judgements on their own and other's work, and to use their observations and judgements to improve performance (**improving and evaluating**).
4. 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**).
5. To develop the ability to work independently, and communicate with and respond positively towards others. To grow in self-esteem and gain satisfaction and pleasure from physical activity (**working alone and with others**).
6. 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**).
7. To develop an understanding of personal wellbeing and the importance that exercise plays in individuals lives for future development.
8. Follow guidelines set by the National Curriculum
9. To make planned links with other subject areas and contribution to the whole curriculum including:
 - Developing gross motor skills
 - Developing fine motor skills
 - Personal, Social and Health education
 - Spiritual, Moral, Social and Cultural development (including citizenship)
 - Creativity
 - Investigation
 - Numeracy
 - Language and Literacy
 - Science Outdoor lesson links

ENTITLEMENT AND ACCESS

- All pupils are involved in acquiring and developing skills, selecting and applying, evaluating and improving performance, knowledge and understanding of fitness and health.
- At Key Stage 1 pupils are taught Games, Gymnastics, Dance, Athletics and Outdoor Education.
- At Key Stage 2 pupils are taught Games, Gymnastics, Dance, Swimming, Athletics and Outdoor and Adventurous Activities.
- By following the Progression document enable all children to access PE activities appropriate to age and skill level.

Organisation

Time allocation: - at least two 45-minute sessions of PE (not including changing time) are taught each week over the year in all year groups. All classes follow the school's PE Programme of activities.

Equal Opportunities

PE lessons place emphasis on the individuality of pupils and needs. All children have equal access to the curriculum regardless of gender, race or ability. (Advice should be sought with regard to clothing and jewellery conducive to particular religions with regard to safety.)

Additional support is provided for pupils with physical disabilities.

Children with SEN

Pupils with SEN are integrated into the programme and given equal opportunity and access to activities. This can include:

- Physical difficulties (including poor co-ordination and body management)
- Sensory difficulties
- Emotional and behavioural difficulties
- Cognitive difficulties

Where necessary work is differentiated as appropriate in order to meet their special educational needs; this may include using a teaching assistant to access such activities.

Spiritual, moral, social and cultural development

Spiritual development: PE lessons including teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and appreciation of sports from other countries.

Through dance and gymnastics and games across the school, pupils are encouraged to be creative, designing and creating their own small-sided games or by expressing feelings and emotions in their dance and gymnastic performances. Dance lessons are linked closely to other foundation subjects. This allows pupils reflection time to evaluate their experiences allows them to build a positive mind set and promotes progression.

Pupils will also see the sense of awe and wonder when observing elite performances from professional athletes and their peers.

Pupils are encouraged to reflect on feelings of enjoyment and determination, especially in KS2 through participation in a range of competitive sports.

Self and peer assessment are important to enable pupils to have an accurate grasp of where they are and how they need to improve.

Moral development: Throughout various games pupils make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches students about code of conduct, rules, etiquette and fair play unwritten rules.

Competitive games provide students with leadership opportunities as well as being umpires and referees.

Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations. This gives pupils a sense of justice and how to respond appropriately when they feel there is an injustice.

PE encourages pupils to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team so that all team members are actively engaged during games. Dance and Gym allow children the opportunity to share ideas and discuss alternatives with each other in a structured and supportive environment where they can learn to give reasoned views and appreciate the views of others.

Social development: PE allows all pupils to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups.

Giving the pupils roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills.

Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas.

Pupils are encouraged to develop their reasoning and decision making skills communicating with others and explaining concepts with each other.

Through various different competitive games and competitions, pupils are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations.

Through participation in sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups.

Cultural development: Opportunities to discuss viewpoints are encouraged whilst ensuring pupils are respectful of others understanding the consequences of overly critical assessment of performances.

Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in.

WAYS OF WORKING

Teaching and Learning

A range of teaching methods will include: -

- direct teaching
- children teaching/coaching each other
- modelling activities where appropriate
- guided discovery through questioning and exploration of ideas
- children demonstrating good practice
- acquiring and developing skills
- selecting and applying skills
- evaluating and improving performance
- demonstrating knowledge and understanding of fitness and health.

CPD

Through CPD- teachers appreciate the opportunities to:

- Receive new ideas, to make more engaging PE sessions
- increase confidence for all staff and pupils
- became able to assess the children and know what the next steps are in PE
- appreciate the range of ideas for starters, warm ups and coaching techniques
- gain teaching ideas from demonstrated lessons which enable them to extend and consolidate skills
- assist the removal of the fear associated with teaching PE

Assessment and Record Keeping

The main form of assessment is the continuous process of observation based on the teacher's knowledge of the children. Wherever possible, opportunities are built into the lesson for the children to assess their own and others performances. PE Passport is used to record attainment.

Monitoring and Evaluation

The co-ordinator will monitor plans on a termly basis and has the opportunity to assess and assist colleagues with lessons. Through discussion appropriate CPD is negotiated with sport providers. An online PE portfolio containing photographic evidence of achievements is organised and reviewed annually to demonstrate progression and high level expectations.

Health and Safety

- Appropriate clothing, footwear and acceptable behaviour is expected in PE.
- First aid packs and inhalers should be carried with the class for every activity.
- The apparatus is checked annually to ensure it is safe.
- The Server holds the risk assessment files for teachers to use as necessary. There are risk assessments for all activities.
- Clubs list are held at the office with contact lists (in line with Safeguarding Policy)

Expectations in lessons

Pupils are reminded regularly about when PE days are. Teachers have spare kit to loan out if necessary. Pupils who persistently forget kit are given a reminder. If kit continues to be forgotten, the child's parents will be telephoned directly by the class teacher or the Headteacher.

During PE lessons children are be encouraged to:

- listen to instructions;
- move quietly and carry out activities with minimum of noise;
- show awareness of others when moving and working;
- warm up / cool down appropriately;
- move apparatus appropriately and correctly.