



Guyhirn Church of England Primary School & Pre-school

Member of the Diocese of Ely Multi Academy Trust

This policy was ratified in:	February 2016
Reviewed:	March 2019, January 2022, 2024 2026
To be reviewed:	January 2028

Physical Education Policy

Our Vision

Agape – To live, to learn, to love together

Through our Christian values we aim to inspire all of our school community to show equality and tolerance to all in a safe, challenging environment.

Developing resilient, aspirational and compassionate individuals who are enthused by all faiths and lifestyles showing faith and belief in one another.

“Live in agreement with one another. Do not be proud but ready to mix with everyone. Do not think yourself better than others.” - Romans 12:16

“An intelligent heart acquires knowledge, and the ear of the wise seeks it out.” - Proverbs 18:15

“Love the Lord your God, and love your neighbour as yourselves.” - Matthew 22:37

Our Values

We are a small, family centered Church of England Primary School that is committed to promoting our Christian values of Thankfulness, Compassion, Creativity, Peace, Hope, Endurance, Forgiveness, Tolerance, Kindness, Respect, Trust and Friendship each linked with the core value of Love.

We are determined to create an inclusive culture of learning where everyone will be challenged in their thinking, to succeed to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

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Physical Education Policy

Introduction and subject definition

Physical education makes a valuable contribution to the whole school curriculum. Pupils are involved in developing their skills, knowledge and understanding within a range of physical activities so that they can perform with increasing competence and confidence. Physical education provides the opportunity for pupils to be creative, competitive and work together cooperatively in a variety of different contexts. The different learning experiences within physical education encourage spiritual, Moral, social and cultural development alongside personal growth in terms of self confidence and self esteem. The physical education experience provides intellectual and physical challenges which promote positive attitudes to learning. Physical education teaches pupils the importance of physical activity and its contribution to a healthy life style.

Aims

Physical Education enables children to:

- Develop physical competence and to help promote physical development
- Develop an appreciation of skilful and creative performances across the areas of activity
- Know about, value and understand the benefits of participation in physical activity whilst at school and throughout life
- Produce both creative and skilful solutions to problems
- Grow in self confidence and personal satisfaction through involvement in physical activity
- Develop personal and social skills, including cooperation and sensitivity to others
- Develop quantities of commitment, fairness and enthusiasm
- Develop planning, performing and evaluating skills in all areas of the PE curriculum
- Improve personal physical skills as well as team performance
- Have regard for instructions, rules and to be able to put these into practice for safety at all times
- Understand and recognise the effects of physical activity on their bodies and the health benefits of an active lifestyle
- Develop positive attitudes towards physical activity

Curriculum Organisation

Pupils at Guyhirn Primary School will be taught the National curriculum for Physical education. Foundation Stage are taught through the Early Years Learning Goals and Development Matters.

Continuity and Progression

Within the physical education curriculum the following four areas of content are identified, which are taught in and across all areas of activity:

- a) acquiring and developing skills;
- b) selecting and applying skills, tactics and compositional ideas;
- c) evaluating and improving performance;
- d) knowledge and understanding of fitness and health.

This content provides the basic framework for continuity and progression. Continuity refers to the repetition and consolidation of essential elements, for example:

- a) development of basic skills and body control required in different areas of activity e.g. sending and receiving in games activities, body tension and extension in gymnastics, rhythmical movements and expression in dance
- b) linking movements together e.g. series of actions into a sequence, dance phrase, continuous swimming action, collect, travel and pass the ball
- c) rules and procedures for safe activity e.g. handling apparatus, water safety
- d) preparation and recovery from exercise
- e) using evaluation information to improve performance

Progression within physical education section should reflect the key principles underlying progression of material within each area of learning. For example in gymnastics progression will be achieved by increasing the difficulty of the movement, combining movements into a movement phrase or sequence, taking the movement/sequence onto a single piece of apparatus or combined apparatus and by adding a partner or group. Progression should be based on providing pupils with progressively challenging but realistic learning experiences, which reflect their physical, social, cognitive and emotional stage of development.

Time Allocation -

KS1 and KS2- 2 hrs

EYFS and Year 1 complete a daily physical activity for ten minutes each morning, plus receive coaching in multi skills, gymnastics, games etc for 1 hour per week plus dance lessons from an instructor for 40 minutes.

Years 2,3 ,4,5 and 6 complete 1 hour weekly with a sports coach and 1 hour taught by their class teacher plus 40 minutes dance per week.

Swimming is taught to all pupils in the summer term for 1 hour per week

Foundation/ KS1 Summer A

KS2 - Summer B

Teaching and Learning Strategies

Teaching and learning strategies used within physical education reflect whole school policy, teacher/pupil expectations and activity specific differences. It is acknowledged that in physical education the skills, which can be taught to pupils.

Depend on their stage of development as well as inherent ability. It is therefore important that teachers differentiate their material and resources to meet the needs of individual pupils. Differentiation by outcome and by task are appropriate for physical education. Different areas of activity lend themselves to particular styles of teaching/learning for example gymnastics and dance provide pupils with the opportunity to explore and create and therefore pupil centred/open tasks are appropriate. In swimming and athletics which require specific techniques to be developed and have safety implications, more teacher directed tasks are often used. However, the underlying principle within each activity is to utilise a range of teaching and learning strategies, and to involve the pupils in planning, evaluating and problem solving.

All teachers are responsible for:

- a) developing units of work and lesson plans from the Cambridgeshire scheme of work which reflect a range of appropriate teaching and learning experiences for their pupils
- b) ensuring pupils are involved in acquiring and developing skills, selecting and applying skills, tactics and compositional ideas, evaluating and improving performance and developing their knowledge and understanding of fitness and health
- c) maintaining high standards of performance and behaviour within all areas of activity
- d) developing pupils understanding of safety issues related to PE including safe handling of apparatus, standards of behaviour and risk assessment
- e) ensuring all pupils change into appropriate PE clothing prior to participation, tie back long hair and remove all jewellery; (see appendix for details of PE clothing)
- f) including within every lesson appropriate/safe warm up and cool down activities
- g) creating and maintaining a safe working environment for all pupils

Resources

Contribution to other areas of the Curriculum

Physical education contributes to personal, social, moral and cultural education for example, by encouraging positive attitudes to physical activity and building self esteem through the development of physical confidence and competence; etiquette in games and learning traditional dance; working together and decision making in pairs, groups and teams. Physical education can also contribute to the development of literacy skills through speaking and listening. Physical education requires pupils to absorb, understand and respond both physically and verbally to a variety of information using appropriate technical vocabulary. Physical education contributes to other specific subject areas such as:

- a) music in providing pupils with the opportunity to respond to music and recognise musical elements

- b) science eg. in providing pupils with the opportunity to learn about the effects of exercise on the body
- c) mathematics in providing pupil with the opportunity to measure performance, understanding shape and relationships including symmetry and asymmetry;
- d) health education in providing pupils with the opportunity to appreciate the need for personal hygiene and the benefits of a healthy life style.

SMSC

Physical education can contribute to moral, spiritual, social and cultural development.

For example:

- Spiritual development can be addressed through various areas of activity within physical education:
 - dance through the exploration of ideas, feelings and meaning and to make sense of them in a personal way in their own creative work.
 - games through team spirit and achievements in relation to personal and team reflection.
- Physical education provides the opportunity for the development of personal values including the difference between right and wrong, trust, being fair to others and the ability to follow simple rules safely for the benefit of themselves and others.
- Participation in physical education relies on individual linking and working together. The development of social skills is an integral part of physical education, including cooperation, collaboration, teamwork, communication, personal commitment, responsibility and loyalty.
- Physical education provides the opportunity for children to appreciate the traditionalism and cultural values that are integral to sporting activities. Dance enables pupils to explore and express ideas, thoughts and feelings in relation to a range of cultural contexts as well as appreciate dance from different cultures, times and places.

Health and Safety

Teachers have an additional duty of care in physical education which is met through fulfilling their responsibilities within the teaching and learning strategies section of the policy. Pupils must be made aware of all safety issues related to physical education including the assessment and management of risks. (See Health and Safety, National Curriculum 1999)

Storage of equipment/apparatus should allow for safe and easy access ie adequate room for handling, unobstructed access, appropriate height and stability). Safe handling and use of all equipment will be taught and encouraged at all times. For example specific procedures for lifting, carrying and placing apparatus correctly:

- a) bend knees, back straight to lift and lower
- b) always travel in a forwards/sideways directing - be able to see in the direction they are travelling

- c) placement of apparatus carefully in position
- d) carry apparatus at waist height, not lifted height.

Teachers must establish safety rules and procedures with pupils, eg checking of the apparatus prior to use, starting and stopping signals, stopping and moving off apparatus to sit and listen to instructions.

In addition, teachers check equipment and the working space prior to the start of activity to ensure the teaching/learning environment is safe. Any damaged equipment of gymnastic apparatus is reported to the PE coordinator/head teacher and removed and/or labelled and not used. An inspection of the PE apparatus including the outside adventure play equipment is completed annually by an external contractor.

Safe preparation is an integral part of every lesson. The warm up will involve:

- a) mobility exercises to prepare the joints
- b) pulse raising activities to prepare the cardiovascular system
- c) stretches to prepare the muscles and associated ligaments/connective tissues

Within physical education teachers must adhere to the school accident and emergency procedures.

All adults teaching swimming must have successfully completed the Cambridgeshire County Council Resuscitation Training for Lifeguards of shallow water swimming pools, which is renewable annually.

The school as part of Cambridgeshire LEA, adopts BAALPE Safe Practice in Physical education 1999 as its policy on Health and Safety, which is subsumed into the county health and safety manual.

Equal Opportunities

Equal opportunities within physical education reflect the whole school philosophy on equality of access and opportunity. Curriculum planning and the teaching of physical education will take into account the pupil's age, attainment, gender, ethnicity and special educational needs to ensure the learning environment and experiences enable each pupil to achieve their full potential. The contribution all pupils make will be acknowledged and valued; gender stereotyping will be challenged along with discrimination in relation to ability/lack of ability.

Community Links

The school participates in competitions run by Improve It with local schools.

A PE display lists links to local community sports groups. Children are encouraged to join the after school clubs as well as out of school clubs.

After school clubs are provided in Sports which are available to all children.

Assessment Recording and Reporting

Assessment within physical education is difficult due to the transient nature of the subject, number of participants, the complexity and speed of the moving environment. The majority of assessment evidence will be collected through observation and listening to pupil answers, discussion and evaluation. The learning objectives for the unit of work provide a clear focus for lesson planning and assessment. The teaching/learning activities and the organisation of those activities provide the necessary assessment opportunities. Assessment is completed at the end of each lesson against the Learning Intentions.

Review and Monitoring -

Monitoring of physical education will be the responsibility of the Head teacher, PE subject leader and governors

Monitoring will be carried out by using;

- a) teachers planning and pupil assessment
- b) classroom observations
- c) discussion with pupils
- d) checking the storage and quality of the resources

The Head teacher/PE coordinator will;

- a) check mid term plans for each activity prior to the start of term
- b) check lesson preparation at least once a term
- c) observe at least one lesson per year and talk to pupils
- d) check the storage/quality of the PE equipment weekly

The governor responsible for PE will complete a monitoring visit each term

Professional development -

Through the use of quality sports coaches, teachers and teaching assistant further develop their knowledge of Physical education.

Courses are available to further professional development throughout the academic year. These areas for development are identified through performance managements.