Through wisdom, compassion and endurance, we endeavour to make the best decisions possible for our children

PE POLICY

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Physical Education Policy

The Value of PE in the Curriculum

'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' **National Curriculum 2014.**

Aims

-to enable children to…

- develop agility, balance and coordination. (PE NC)
- work and play with others in a range of group situations;
- perform skills and apply rules and conventions for different activities;
- recognise and describe how their bodies feel during exercise;
- develop their enjoyment in physical activity through creativity and imagination;
- be 'physically active for sustained periods of time' (PE NC)
- understand how to succeed in a range of physical activities and how to evaluate their own success as well as that of others through Assessment for Learning;
- 'lead healthy, active lives' (PE NC)
- develop an increasing social, moral, spiritual and cultural awareness

The Outcomes of High Quality PE and Sport

Through the delivery of Physical Education pupils:

- are committed to PE and sport and make them a central part of their lives both in and out of school.
- know and understand what they are trying to achieve and how to go about it.
- understand that PE and sport are an important part of a healthy, active, lifestyle.
- have the confidence to get involved in PE and sport.
- have the skills and control that they need to take part in PE and sport.
- willingly take part in a range of competitive, creative and challenging type activities both as individuals and as part of a team.
- think about what they are doing and make appropriate decisions for themselves.
- show a desire to improve and achieve in relation to their own abilities.
  have the stamina, suppleness and strength to keep going.
- enjoy PE, school and community sport.

To develop positive attitudes, pupils should be taught:

- to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.
- how to cope with success and limitations in performance.
- to be mindful of others and the environment.
- to develop leadership skills,

and thereby observing and coming to a deeper understanding of the British Values as published in the Guidance to Schools document November 2014,
namely:-

'the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy of 2011.'

The Buckingham School Sports Partnership

Whaddon School belongs to the **Buckingham School Sports Partnership.** The BSSP is one of the most successful in the country providing a high quality sport and physical education experience for all within the family of schools. The Partnership seeks to:

- support Whaddon School in developing physical education and sport
- provide sporting 'inter-school' opportunities through its Sports Festival programme
- provide pathways for physically able children to become involved in community sport
- encourage children in leadership development; to become play leaders
- provide high quality CPD for teaching staff to develop confidence and excellence

Organisation of PE within the Curriculum

Physical Education teaching will follow the requirements of the National Curriculum 2014, to ensure that pupils strive to achieve at the highest levels and children in the EYFS achieve the Early Learning Goals for Physical Development.

Children in the EYFS are taught physical development to promote co-ordination, control, manipulation and movement throughout the year through indoor and outdoor continuous learning as well as through focused PE lessons. Children in the EYFS weekly receive specific PE lessons which focus on spatial awareness and body management through gymnastics, games and dance.

In Years 1, 2 and 3 pupils are taught games, gymnastics and dance.

Physical Education is taught using the following model:

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

The current provision is a minimum of 2 hours each week of high quality PE and School Sport within the curriculum pushing this to at least 3 hours+ of high quality physical activity with the inclusion of Active playtimes with a 'Sports Court' daily activity led by the Year 3 sports leaders as well as continuous provision of equipment to inspire physically active play contribute to energetic and happy whole school playtimes. OSHL in extra-curricular sports clubs complement the overall provision.

Forest School

Physical Development of the children is also achieved through regular Forest School activities.

- Physically healthy
- Mentally and emotionally healthy
- Healthy lifestyles

At Forest School children are physically active a lot of the time and their stamina improves as they go through their Forest School sessions. Their experience can also help to lead to the development of healthier lifestyles as children ask parents to take them on trips to woodlands and green spaces outside of school times. As the children gain confidence and improve their self-esteem this impacts on their emotional and mental well-being.

Staffing, Assessment, Recording and Reporting

Teaching is provided by:

- *Class teachers* who follow the schemes of work appropriate for their year group in the different genres.
- *Sports coaches* who follow their own schemes of work.

All staff adheres to the Assessment method recommended by the **Buckingham School Sports Partnership** which suggests the use of the National Curriculum 2015, QCA Core Tasks at the beginning of a unit of work to inform the teacher of the current range of competences and necessary teaching. The same Core Task is used at the end of the unit of work, the progress measured and recorded to inform the next starting point. All data is transferred between class teachers and sports coaches to inform future planning and ensure uniformity in assessment.

Out of School Hours Learning (OSHL) Opportunities

These are offered to all children to extend, enhance and enrich their experience of physical activity. The school aims to offer a variety of out of school hours learning (OSHL). The clubs vary from term to term. These complement curriculum PE and Sports and offer children a chance to experience a variety of different sporting activities some of which are not offered as part of curriculum PE. All children are encouraged to join clubs irrespective of ability and those who show particular talent will be encouraged to develop their skills further through joining additional community clubs.

Cross-Curricular Links
Physical Education has many links with other curriculum subjects:

- **Spiritual, Moral, Social and Cultural Education**

- Spiritually, PE provides an ideal medium for the development of such human qualities as self-discipline, commitment, perseverance and self-confidence. In addition to learning about their own physical strengths and weaknesses children can also begin to appreciate how it feels to master a physical skill and to understand how to deal with the associated emotions of pleasure and exhilaration.
- The understanding of how game rules promote fair play and the development of sportsmanship, team work and respect encourage children's moral development.
- PE offers rich social development opportunities such as learning to cooperate with others and developing team spirit. Interacting with other primary schools through sports festivals contributes further, as do opportunities for leadership in the capacity of a team leader or playground leader.
- Culturally too, sport plays an important part in the bringing together of a wide range of people from all ethnicities, cultures, backgrounds and faiths through attendance at inter and intra school fixtures and festivals across the school age range. The 'dance' curriculum especially affords specific cultural opportunities such as Chinese style dance to celebrate Chinese New Year or Maypole dancing as a form of traditional English dance.

- **Literacy:** Language development, speaking and listening skills and sequencing.

- **Mathematics:** Beats, repeating patterns and counting. Rhythm and song to support learning of mathematical facts.

- **Science:** Health and fitness. Movement and forces. Understanding of the body.

- **ICT:** Photography and recording performances

- **Humanities:** Appreciation of the importance of different cultures, past and present, near and far.

- **RE:** Aesthetic, creative and imaginative development.

- **Music:** Dance and drama, expression through music.

Inclusion
Teachers use an appropriately differentiated programme in order that all children, including those with differing or special educational needs, achieve success at their level. A variety of strategies for differentiation may be employed. These will include differentiation by:

- Resource – providing resources suited to the needs and ability of the child.
- Response – using clear objectives, accessible questions and explicit assessment criteria.
- Support – using other teachers, adults and outside agencies.
- Task – using a variety of tasks matched to the ability of the child, allowing choice and a range of outcomes.

Teachers will employ differentiation in a manageable way, whilst ensuring the needs of all pupils are met. This can be achieved by:

- Modifying the activities within groups for pupils with different learning needs.

- Using teaching assistants in a planned and informed manner.

Staff will encourage the children to value each other's attempts and to appreciate each other's skills and in so doing, building self-confidence and high self-esteem vital to development and achievement.

Equal Opportunities

All teaching and non-teaching staff at Whaddon School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole PE curriculum. All children are given every opportunity and encouragement to make the greatest progress possible from their individual starting points and in the selection of curriculum materials we strive to avoid stereotyping while welcoming and acknowledging cultural diversity.

Children are always taught in mixed ability and gender groups, to raise self-esteem and develop social cohesion and confidence.

Health and Safety

Health and safety awareness is an integral part of children's learning in PE. All staff work to accepted codes of practice in PE (Safe Practice in PE/British Association of Advisers and Lecturers in Physical Education).

Teachers/Sports coaches are required to consult individual pupil records to ensure they are aware of children with specific health/medical problems and allergies.

Safety considerations for all staff:

- Correct clothing and appropriate footwear should be worn, ideally, bare feet for gymnastics and dance.
- All jewellery should be removed, long hair tied back and earrings taped.
- Lessons should be taken in a clear safe space, large enough for the activity.
- Children should be taught to warm up and cool down respectively.
- Children should be taught to how to lift, assemble and move apparatus safely.
- Teaching staff should be aware of transport policy when attending sports festivals.

The Role of the PE Co-ordinator

- To be responsible under the guidance of the Head Teacher for the development and delivery of high quality PE and Sport within the school.
- To liaise with the Buckingham School Sports Partnership Development Manager (PDM) and to join with partnership events, festivals and CPD opportunities.
- To monitor and evaluate the implementation of schemes of work.
- To write, modify and review the policy document for PE.
- To address any problems which arise from the regular teaching of PE and School Sport.
- To attend and feedback on information from training courses.
- To plan and lead training within staff meetings.
- To organise and manage resources for Physical Education.
- To organise sporting events, including attendance at festivals and school sports day.

Sport Premium Grant
The school's allocation from the government for the academic year 2016-17 is £8,098 and this money provides for the PE curriculum.

The Use of Volunteers and Paid Coaches
Appropriate checks are made on any volunteers and paid coaches working within the school as part of the PE curriculum or OSHL. An enhanced DBS check is compulsory before starting to work in the school.

Monitoring and Evaluation
The implementation of this policy is monitored by the PE Co-ordinator and is reviewed in line with the School Development Plan.
The PE Co-ordinator monitors the delivery of PE within the school informally. The PE Co-ordinator is also the Primary Link Teacher who may seek help from the Schools Sports Co-ordinator (SSCo) in order to advise teaching staff appropriately on developments in the teaching of PE. The PE Co-ordinator can offer a general overview of good practice and areas for development which can be discussed at a whole staff meeting in order continue to improve the teaching and learning within the subject and identify possible areas for continuing professional development.

The subject development plan is part of the whole school improvement plan that is agreed by staff and governors.

Updated: March 2017

This is a working document for the use of all staff.