

Physical Education Policy

Chenies School





1. Aims3

2. Teaching and Learning.....4

3. Differentiation4

4. Sport Premium Funding5

5. PE Provision.....5

6. Assessment and Recording6

7. Swimming and Water Safety6

8. Extra-curricular activities6

9. Health and Safety.....6



1. Aims

At Chenies, our intent in Physical Education (PE) is to build an enjoyable curriculum that enables children to develop the knowledge, skills and vocabulary in a broad range of sporting activities that inspire the next generation to be physically active.

PE is an educational process that aims to improve human development and performance through physical activity. The purpose of this process is to develop specific knowledge, skills, and understanding and to promote physical competence in a range of sporting activities. Physical Education is a practical subject that gives all children, irrespective of age, gender or physical ability, opportunities for participation, enjoyment and success that will hopefully be continued into adulthood as part of a healthy lifestyle.

We believe that Physical Education lessons should:

- Provide learning situations in which all pupils will be able to develop their physical ability.
- Enable pupils to acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts.
- Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance.
- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle (Knowledge and understanding of fitness and health).
- Assist pupils in developing positive attitudes towards participation in physical activity.
- Provide a safe learning environment for physical activity and an understanding of the need for safety.
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour.
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement.
- Promote equal opportunities for all and value the contribution of others irrespective of gender, ability, social/cultural background.
- Develop links between Physical Education and other aspects of the curriculum.
- Enable pupils to solve problems and find alternative solutions to physical challenges on their own and with others.
- Enable pupils to learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- Enable pupils to develop their ideas in a creative way, set targets for themselves and compete against others, individually and as members of a team.
- Enable pupils to understand how (and be able) to persevere, succeed and acknowledge others' success.
- Enable pupils to take initiative, lead activity and focus on improving aspects of their own performance.
- Enable pupils to discover their own aptitudes and preferences for different activities.
- Enable pupils to make informed decisions about the importance (and value) of exercise in their lives.
- Ensure pupils are given a firm foundation for life-long participation in sporting activity.



2. Teaching and Learning

It is expected that teachers promote positive attitudes to physical education and show enthusiasm for physical activity. They are to use appropriate footwear and clothing dependant on the sporting activity. Good attention is to be given to discipline and safety, and lessons, in general, should follow a pattern of 'warm up' activities followed by teaching and opportunities for pupils to try out and practise skills. Demonstration, evaluation, discussion and brief reviews of progress are also important features with high levels of sustained, physical activity and little time spent in queuing or setting out apparatus.

The school uses a wide variety of teaching and learning strategies and styles in PE lessons. Our principal aim is to meet the needs of the individual child and through this develop the children's knowledge, skills and understanding. We strive to achieve this through a mixture of teaching strategies including teacher directed, step by step, exploratory, demonstration and practise, and individual/group activities, coupled with well-judged and timely intervention. Teachers provide constructive feedback and draw attention to good examples of individual performance as models for the other children, in addition to encouraging children to evaluate their own work as well as the work of other children.

Within lessons, we give the children the opportunity both to collaborate and to compete with each other and have the opportunity to use a wide range of resources. When used, competition is handled sensitively and opponents are matched carefully to motivate pupils to try harder and seek new strategies or solutions, thereby raising their levels of achievement. An ethos whereby pupils are encouraged to do their best and improve their personal performance prevails, whilst at the same time an acceptance that that they might sometimes lose a game or competition is developed.

3. Differentiation

In all classes we recognise that there are children of differing physical abilities. We provide suitable support and learning opportunities for all children by matching the challenge of the task to the ability of the child. As such, we endeavour to differentiate accordingly requiring that the tasks set by the teacher challenge all members of the class to perform at their optimum level. Successful differentiation is achieved in a number of different ways and to a certain extent depends on the nature of the task being undertaken with some tasks being more easily differentiated than others.

We achieve successful differentiation through a range of strategies:

- Grouping children by ability and setting different tasks for each group, e.g. introducing different restrictions to the task/game/activity games according to ability.
- Providing support by mixed ability pairing or grouping.
- Setting common tasks that are open-ended/'self-differentiated' and can have a variety of outcomes or enables the performers to challenge themselves to their own limits.



- With planning and evaluation, provide more (or less) information for tasks which require children to create their own response to a given situation (problem solving).
- Breaking skills/tasks down into component parts with less able being given greater breakdown, more support or guidance.
- Effective adaptation of resources and activities to suit individual needs.
- Varying (increasing/decreasing) the speed at which the task is performed.
- Varying (increasing/decreasing) the playing area size.
- Varying (increasing/decreasing) the distance between performers.
- Varying the level of competition.
- Adjusting the number of resources used when performing a task.
- Using dominant and non-dominant sides of body.
- Individualised programmes for pupils with special educational needs, including additional support from special needs auxiliaries or further support from an additional adult.

4. Sport Premium Funding

In March 2013, the government announced they would introduce a dedicated Primary PE and Sport Premium funding, this would go directly to primary schools so they could decide how best to use it to provide sporting activities for pupils. Since September 2013, Ofsted inspections have reported on PE and sport provision and on how schools spend their additional funding. Schools are accountable and are required to publish details of how they spend (or will spend) their PE and sport grant on their website. Details of how the Sport Premium Funding is spent at Chenies School can be found on the school website.

5. PE Provision

At Chenies, we have dedicated part of our Sports Premium Funding to ensure high quality PE is taught across the school. A specialist coach who is trained in a wide range of sporting activities works with each class for one PE lesson per week. The coach also works directly with the PE Subject Leader to implement the curriculum overviews of each year group to ensure there is coverage and progression of knowledge and skills across the school. Class teachers ensure two hours of PE are taught per week, by teaching different areas of the subject. A yearly overview for the subject is available on the school website. The curriculum planning in PE is carried out in two phases (long-term and short-term). The long term plan maps out the PE activities covered in each year. We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for the 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 children are increasingly challenged as they move through the school.



6. Assessment and Recording

Teachers and sport coaches assess children's work in PE by making assessments as they observe them working during lessons. Class teachers will use formative assessment to inform future planning and target specific pupils in subsequent lessons.

7. Swimming and Water Safety

All children have access to swimming instruction 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 such as front crawl, backstroke and breast stroke.
- Perform safe self-rescue in different water-based situations.

At Chenies School the children have access to swimming instruction which takes place at the Chilterns Lifestyle Centre. Swimming is coached by pool staff who are assisted by teaching staff. All teachers that attend swimming provision have had the appropriate swimming training. During each swimming session the children are to be supervised whilst in the changing rooms. Any child with mobility issues will have designated support.

8. Extra-curricular activities

Pupils' learning in PE is supported by a range of out-of-hours school sport and PE-related activities. These encourage children to further develop their skills in a range of activity areas. In Upper Key Stage 2, the school also plays regular fixtures against other local schools and takes part in various tournaments throughout the year. This introduces a further competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

9. Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. All staff have a copy of the Health and Safety Policy and have signed and agreed to fulfil their responsibilities.

- Staff should carry out risk assessments at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson and it is the responsibility of the teacher to do this.
- Children should be given health and safety guidance through the lesson.
- All jewellery should be removed and stored safely before each lesson.



- If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently.
- All long hair should be tied back.
- Suitable clothing should be worn for each lesson.
- All children taking part in indoor PE should be bare foot or wear suitable footwear for indoor PE.
- For gymnastics when the apparatus is being used children should be bare foot.
- All children with verrucas should wear appropriate footwear.
- Every child must have a school PE kit. They should bring it into school at the beginning of a half term and take it home at the end of a half term for cleaning.

Boys and girls in Years 5 and 6 get dressed for PE lessons in separate rooms. A member of staff who is DBS checked will be in close proximity to monitor behaviour.

When travelling to sporting activities, the appropriate risk assessments are completed and the following issues addressed:

- All children wear seat belts.
- All supervising adults to be aware of risk implications.
- All supervising adults that attend swimming to hold a current DBS.
- All transporting adults to be fully insured.
- Parent permission for taking children out of school obtained.
- Parent permission for children to be transported by other parents.
- During after school competitions the children are to be transported by their parents or a responsible adult who the child's parents have given permission.

Approved

Head Teacher

Printed Name: Suzanne Powell

Signature: *Suzanne Powell*

Date: 21.12.2021

Governing Body

Printed Name: _____

Signature: _____

Date: _____