

Physical Education Policy

Intent

At Worsthorne, Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives.

The school aims to:

- Deliver the entitlement to all pupils through the planned and progressive Lancashire Scheme of Work for PE.
- Develop physical competence and help promote physical development and knowledge of the body in action.
- Teach pupils the value and benefits of participation in physical activity through direct experience, irrespective of gender or ability.
- Develop skilful and creative performances across the areas of activity and provide feedback so that they have the opportunity to improve their performance.
- Encourage pupils to be reflective on their practise in order to improve the quality of their actions and performances.
- Contribute to the development of problem solving and interpersonal skills.
- Establish self-esteem through the development of physical confidence.
- Encourage qualities of commitment, fairness and enthusiasm.
- Give opportunities for all, irrespective of ability and special needs.
- Provide opportunity to experiment, have fun, gain satisfaction and enjoyment from successful endeavours.
- Promote positive attitudes towards active and healthy lifestyles.

Implement

To achieve the above, we do the following:

PE curriculum planning

PE is a foundation subject in the National Curriculum. Our school uses the Lancashire Scheme of work as the basis for our curriculum planning in PE. Throughout the course of the year, we teach the skills set out in the National Curriculum through a range of activities including dance, games, gymnastics, outdoor and adventurous activities, swimming and water safety (Year 4) and athletics.

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 half term during the year. Teachers then use short term plans, taken from the Lancashire Scheme of Work as their basis for lessons as these list the specific learning objectives and success criteria for each lesson.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built the year specific units so that the children are increasingly challenged as they move up through the school.

A thematic approach, whenever possible, can provide continuity and enhance a cross-curricular approach.

General class teaching

As a school, we use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the 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 they have the opportunity to use a wide range of resources.

In Key Stage 1, there is a large emphasis on fundamental movement skills. All lessons will develop these.

In Key Stage 2, activities allow children to use and improve on these skills, and to develop tactics. In all classes there are children of differing physical ability. Teaching staff must recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

EYFS

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Activities will focus on fundamental movement skills such as running, jumping, catching, skipping and hopping.

Resources

There are a wide range of resources to support the teaching of PE across the school. Most of our small equipment is kept in the PE stores, and this is accessible to teachers or other adults only - children should not be entering the P.E. store unless accompanied by an adult. The hall contains a range of large apparatus. We expect the children to help set up and put away equipment as part of their session, but adults will check equipment to ensure it is set up correctly and safe to use. By so doing, the children learn to handle equipment safely. A qualified coach works alongside teachers to ensure the children get the best opportunities to develop their fitness and skills. This also means that activities can be further differentiated to cater for all abilities. The children use the school playground and field for games and athletics activities, the

hall for gymnastics and dance, and the St. Peter's Centre for swimming lessons. The school has also been mapped and differentiated orienteering courses produced to aide with the OAA part of the National Curriculum.

Safe use of equipment

- Large equipment to be inspected and tested regularly. Mats to be used to allow children to safely dismount from apparatus.
- Floors – especially if bare footwork is allowed – should be clean and free from any sharp objects.
- Apparatus should be positioned to allow for ease of access.
- Storage of apparatus in store room – no high piles of equipment, easy access and stored at a reasonable height. No children to remove or replace equipment in the PE store - must be supervised by an adult.

Personal safety

Pupils should be taught to:

- Be concerned for own, and others, safety.
- Recognise the importance of 'warm-up' and 'cool-down' phases to prevent injury.
- Recognise good posture and correct use of body – especially in lifting and carrying equipment.
- Observe good hygiene rules – borrowing equipment etc.
- Understand why we wear suitable, particular clothing and footwear for different activities.
- Understand the safety risks of wearing jewellery – large headbands, earrings to be removed for PE lesson. If ears are newly pierced, children must cover lobes with sticking plasters or tape to avoid catching.
- Long hair (below shoulder length) must be tied up to avoid injury.
- Respond readily to instructions and follow relevant rules and codes.
- Report any accidents and correct school procedure be carried out.
- Mats used to allow children to dismount from equipment.
- Children must wear gum shields if using wooden hockey sticks.

Impact

Assessment

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Core tasks, which are set out in the Lancashire scheme at the end of each unit of work, are used to assess whether children are making below, expected or above expected progress.

The Primary PE Passport App provides teachers with a systematic assessment procedure which enables them to record performances, assess, evaluate and provide feedback to children to enhance attainment of skills.

Baseline assessment in Class 1 allows teachers to focus on individuals who need support.

Interventions

Intervention in Physical Education would usually take place within the lesson itself and will allow the child to be directly led by the teacher or teaching assistant. Targeted groups may be given extra PE time to improve their performance.

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Person Responsible	Steven Lomas
To be reviewed	Annually
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