

INTRODUCTION AND SUBJECT DEFINITION

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.

PURPOSE OF STUDY

High Ercall School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries. We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport.

We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is closely aligned with our policy on Personal, Social and Health Education (PSHE).

Through the Government Funding for sport, where possible, the school will provide opportunities for pupils to work with PE specialists. The funding will support PE training by providing opportunities for teachers to work alongside specialist teachers.

AIMS

Through the teaching of physical education and school sport we aim to:

PHYSICAL DEVELOPMENT

Develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.

Be aware of the different shapes and movements that can be made with the body.

Develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.

Promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility

SOCIAL AND EMOTIONAL DEVELOPMENT.

To develop a love of physical exercise.

To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.

To develop confidence in their own skills and abilities.

To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.

To realise that the right exercise for you can be fun and will give you energy for other things in life.

To create and plan games and teach them to one another.

To develop a sense of fair play.

COGNITIVE DEVELOPMENT

To develop decision making and problem solving skills.

To develop reasoning skills and the ability to make judgements.

To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.

To develop the ability to communicate non-verbally with the body

To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.

To understand that using the correct technique will improve accuracy and individual performance.

To be able to evaluate performance and act upon constructive criticism.

SPIRITUAL, MORAL AND CULTURAL DEVELOPMENT

To develop a positive attitude to themselves and others.

To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.

To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.

To treat your team, the opposition and the referee with respect.

CURRICULUM ORGANISATION

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum. In the Reception Class (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week.

Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities. A range of resources are used to support progression across the curriculum including: TOP sport resources, published schemes for the teaching of gymnastics and dance. Furthermore, specialist coaches are provided through the school's sport partnership and through PE and school sport premium funding.

Swimming

During the summer term, KS2 pupils have a weekly swimming session at Short Wood Primary School. Lessons are differentiated to meet the needs of the individual, and it is our aim that all pupils can meet the 25 metres National Curriculum target by the end of year 6.

Curriculum Differentiation

The School Sports Partnership recommends using the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats, etc

P = change the people, e.g. size of the groups.

STAFFING/ STAFF DEVELOPMENT

Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class. All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coaches or outside providers through INSET. Due care and attention is taken when organising the timetable so that the most efficient use of facility and pupil time is taken into consideration, e.g. consecutive gym lessons when using equipment.

SAFETY

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury. Children should dress in shorts, tracksuit bottoms and t-shirts. Children will work in bare feet for all indoor and apparatus work. Plimsolls or trainers are worn for outdoor games, together with tracksuits if it is cold. Jewellery is not to be worn. Watches should be kept safely in a container in the classroom. Long hair should be tied back and rigid headbands should be removed. Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject as stated in: Safe Practice in Physical Education. We encourage the children to consider their own safety and the safety of others at all times.

SAFEGUARDING

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs. Children in Years 4, 5 and 6 are not expected to change together.

OUT-OF-SCHOOL-HOURS LEARNING (OSHL)

The school provides many competitive and non-competitive P.E. activities in and out of school time. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term and will provide as much notice as possible of forthcoming sports competitions. The school also plays regular fixtures against other local schools. This introduces a 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. Opportunities to compete against other schools have been enhanced by the secondary school partnership. High Ercall Primary School is linked to the Charlton Secondary School. Their Secondary School Coordinator is in regular contact with the P.E. Subject Leader to provide the pupils with a range of activities in a variety of sports. The partnership also provides some professional development for teaching and non-teaching staff and adults with particular sporting interests.

SCHOOL CLUB LINKS

The school seeks to make links with local community clubs whenever possible, for example, the strong link with High Ercall Tennis Club and Telford Hornets Rugby Club. Local club activities are promoted through the school's newsletter and website.

LINKS WITH OTHER SUBJECTS

PE can link to other subjects, e.g. Literacy, (recount/report/ instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

EQUALITY

All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies.

ASSESSMENT AND RECORDING

Teachers assess children's work in PE by making assessments as they observe them working during lessons. These observations enable the teacher to make an assessment of attainment and progress for each child as part of the annual report to parents.

The PE subject leader keeps photographic and video evidence of children's work. This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

MONITORING AND REVIEW

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader and senior management team. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has allocated time to review evidence of the children's work and undertake lesson observations of the teaching of PE.

COMMUNITY LINKS

As opportunities arise, the children will take part in sporting activities with other schools, through the School Sport Partnership. This will enable our children to work with others from different schools and other backgrounds, and will develop their social and cultural awareness as well as furthering their sporting talents.

POLICY REVIEW

This policy will be reviewed fully according to the policy review cycle in January 2019, or as deemed necessary through the School Development Plan. The coordinator will review the accuracy of the policy on an annual basis.