



William Penn Physical Activity and Physical Education Policy

Rationale

William Penn Primary 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.

We offer outdoor education opportunities for children throughout the school. Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school.

Aims

Physical development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
- To appreciate the value of safe exercising.

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 judgments 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.
- To raise self-esteem through opportunities to celebrate sporting success.

Objectives

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, fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities.

How Our Objectives Are Delivered

Ethos and Environment

We recognise that all classes will have children of differing physical ability and therefore we use a range of teaching and learning styles in PE lessons to ensure that all children, regardless of their ability, are able to participate, enjoy and learn. These include setting open ended tasks that can have a variety of results, grouping children by ability and setting differentiated tasks, grouping children in mixed ability groups to enable them to learn from one another and providing a range of challenge by varying the resources used. All those leading physical activity sessions adopt a caring and supportive approach and have a commitment to every child.

Curriculum and Planning

We follow the statutory National Curriculum guidance for PE. This ensures that we provide a broad and balanced curriculum which is accessible and meets the needs and interests of all children.

As a school we are working to provide all children with at least two hours curricular time for high quality PE. This is alongside other opportunities for structured physical activity such as daily 'Wake up, Shake up' sessions. During playtime and lunch time children have access to play equipment to develop skills such as skipping, football, throwing and catching and balancing activities.

The governors of the school have agreed that OAA (Outdoor and Adventurous Activities) are undertaken by children in Years 5 and 6 during a P/T residential trip every two years.

All children in Years 3 and 4 undertake 2 half-term blocks of swimming lessons, taught by qualified coaches at the local leisure centre.

All teachers and leaders of PE sessions plan using both medium and short-term plans. The medium-term plans give details of each unit of work and show the progression of skills that the children will learn. The short-term plans list specific objectives for each session and show how the lesson will be taught. They also indicate how the children will be assessed. The STPs also highlight any children who have Individual Learning Plans (ILP) and state how their specific targets are taken into account.

The PE co-ordinator monitors planning termly to ensure that all children are accessing high quality PE.

Cross-Curricular PE

Where possible PE lessons are taught in a cross-curricular context, for example a topic theme may be reflected in the type of music used for dance.

English and PE – speaking and listening – the children are encouraged to talk about their own and other's work, providing feedback and points for development.

Computing and PE – children are given opportunities to record their work in photo or video format, particularly in dance and gymnastics. These are then able to be used for assessment purposes.

PHSCE, Science and PE – PE, Science and PHSCE can be closely linked. Through PE the children learn about the benefits of healthy eating and exercise and how to make informed choices about these things.

Spiritual, moral, social and cultural development and PE – the teaching of PE offers opportunities to support the social development of children through the way in which they are expected to work together in lessons. Their work enables children to develop a respect for other children's levels of ability and encourage them to co-operate across a range of activities and experiences.

Extra-Curricular Activities

The school provides a large range of physical activities, including individual and team games and competitive and non-competitive, for all children to participate in at the end of the school day. These opportunities maintain our school aim of developing a sense of team spirit and co-operation amongst all children.

Such activities are run either by school staff or qualified coaches from community clubs, all with up to date DBS checks.

Community Links

The school is committed to providing all children with the best quality provision in PE and consequently utilises the skills and expertise of a range of external coaches where appropriate.

Health and Safety

The school is committed to safe and effective exercise procedures and ensures that:

- All children are encouraged to consider their own safety and the safety of others at all times.
- Children change into the appropriate and agreed clothing for the activity session.
- Teachers model correct health and safety procedures during all activities, for example how to warm up correctly and how to move apparatus safely.

The governing body expects all teachers to set a positive example by wearing appropriate clothing when teaching PE.

It is also the policy of the governing body that no jewellery is worn for any physical activity.

If ears are pierced, only studs should be worn and they should be taped. *Staff are not to take earring out of children's ears nor take responsibility for items of jewellery.

The Foundation Stage

We encourage the physical development of our children as an integral part of their work. We relate the physical development of the children to the objectives set out in the EYFS and follow the guidance below.

The physical development of young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

By the end of the EYFS, children should:

- Move with confidence, imagination and in safety.
- Move with control and coordination.
- Travel around, under, over and through balancing and climbing equipment.
- Show awareness of space, of themselves and of others.
- Recognise the importance of keeping healthy, and those things which contribute to this.
- Recognise the changes that happen to their bodies when they are active.

- Use a range of small and large equipment.
- Handle tools, objects, construction and malleable materials and with increasing control.

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.

Monitoring and Evaluation

The monitoring of the standards of children's work in PE is the responsibility of the PE subject Leader. The work of the subject leader also includes supporting colleagues in the teaching of PE, being informed about current developments in the subject, working with community links to develop provision and providing a strategic lead and direction for PE in the school.

The aspects of PE that are monitored include:

- The knowledge of and attitude towards PE of children, staff and parents.
- Progress and attainment in physical activity.
- The range of opportunities offered and the level of participation.
- The percentage of children participating in 2 hours of high quality PE per week.
- Club links in the community and the participation of children in these.
- How children travel to and from school.
- CPD opportunities for all staff.

The methods of evaluation include:

- Assessing the achievements of children.
- Reviewing schemes of work.
- Reviewing programmes of activities.
- Reviewing registers for activities.
- Discussions with children and staff.
- Minutes of School Council meetings.
- Annual school travel survey.

Assessment and Recording

Teachers need to monitor the progress of the children in P.E. lessons and the P.E. subject leader needs to ensure that there is continuity and progression throughout the Key Stage. Achievement and success in P.E. is continuously made by teachers observing pupils in practical contexts. Opportunities for assessment may be planned and the assessment document completed. The subject leader must also act upon any changes in the law pertaining to the teaching of P.E. Recording of Children's Work Pupils will rarely record work in P.E. lessons but video recordings and photographs of activities may be taken by the teacher and used to compare ideas and quality.

This information is provided to parents once a year via their child's annual written report.

Resources

The majority of new resources are purchased using the PE grant, however, voucher schemes offered by commercial companies and through opportunities and developments offered by the School Sport Partnership are also used.

It is the job of the subject leader to oversee the budget for PE and to produce subject audit and annual bids as appropriate.

Most resources are kept in an outdoor PE shed, and this is only accessible to children with permission. The children are expected to help set up and put away the equipment they use in a safe and sensible manner. Due to the limited space available the school has minimal resources for the teaching of gymnastics. All activities are taught on site with the exception of the Years 5 and 6 OAA, which is a residential trip, and swimming for Years 3 and 4, which is taught at the local leisure centre.

For a full list of resources see the PE resources audit.

Signed:

Date: