



The Federation of North and South
Cowton Community Primary School and
Melsonby Methodist Primary School



Physical Education Policy

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1. **Aims and Objectives**

We aim to be a school where physical education caters to the needs and aspirations of each pupil, and where every pupil has the opportunity to take part in sport. We aim to provide a broad and balanced P.E. curriculum to aid pupils increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Physical development:

- To develop physical literacy 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 of the value of safe exercising.
- To improve spatial awareness and use space to your advantage.

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.
- To improve resilience and to overcome disappointment and recover from knock backs.

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 – trying your best is just 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.

2. Teaching and Learning Style

Physical education is concerned with developing good quality performance and at the same time enabling every pupil to become independently active. 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 use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the pupils' knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/paired/group activities. We cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. 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.

All pupils are encouraged to join clubs and extend their interest and involvement in sport. We encourage pupils to develop their creative and expressive abilities, through improvisation and problem-solving within sport. Pupils 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 Economic Education (PSHE).

Through the government's Sports Premium funding, the school provides opportunities for pupils to work with outside specialist sport coaches to improve their ability as well as providing specialist equipment for the sports taught.

The children have had opportunities to meet and be taught by Olympian and semi-professional athletes, who they can aspire to and learn from, over the course of the academic year.

3. PE Curriculum Planning

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, games, gymnastics and athletics as well as swimming and water safety.

We plan a range of activities that aim to provide pupils with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

We plan the PE activities so that they build upon the prior learning of the pupils. While there are opportunities for pupils 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 the children are increasingly challenged as they move up through the school.

4. The Foundation Stage

We encourage the physical development of our pupils in the Nursery and Reception classes as an integral part of their work. We relate the physical development of the pupils to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for pupils aged three to five years of age. We encourage the pupils to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all pupils the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

5. Links with other Subjects

PE can link to other subjects, e.g. English, (recount/report/ instructions), Science (body parts/pulse rates) and Maths shape/position /directions/counting and graphical representation of data). Computing is also recognised as a potential tool for recording movements and actions to develop pupil's ideas as well as the appropriate use of audio visual and data logging equipment. It can also link to topic areas in History and Geography through looking at different dances in the topics covered.

6. Assessment and Recording

Subject leaders assess pupils' work in PE by making assessments as they observe them working during lessons. Regular opportunities are also provided for pupils' peer and self- assessment. They record the progress made by pupils against the learning objectives for their lessons

7. Resources

There is a wide range of resources to support the teaching of PE across the school. The resources needed are located in designated areas around the school, which contains a range of equipment suitable for all lessons. The P.E. Co-ordinator and Sports Coach both have access to these areas. There is a range of bikes and ride on equipment in the infant playground for use by KS1. The playground, village hall and sports field are used for P.E lessons. Teachers have access to literature via the co-ordinator and can rely on advice from the co-ordinator or sports coach. The pupils use the school playground, village hall and sports field for games and athletics activities and the local swimming pool for swimming lessons.

8. Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury. Teachers are aware of noise levels, and ensure that they are appropriate to the task and place (e.g. hall – awareness of classrooms around the edge and the task in hand) Talk should be focussed on the task.

We expect pupils to wear the correct PE kit. This should be:

- A plain white t-shirt
- Shorts or tracksuit trousers in red (NSC) or blue (MMPS)
- Trainers or plimsolls

Pupils should not wear jewellery during PE lessons and long hair should be tied back.

Teachers and support staff involved in the lesson are expected to wear suitable clothing and footwear for teaching PE to be a role model for the pupils.

9. Monitoring and Review

The monitoring of the standards of pupils work and of the quality of teaching in PE is the responsibility of the PE subject leader. 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 head teacher an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. This is then used to help construct the following year's subject development plan.

10. Extra-Curricular Activities

Our extra-curricular programme, at the end of the school day, compliments and supplements the range of activities covered in curriculum time. It reflects a breadth and balance across many areas of activity. The content aims to be varied – including competitive and non-competitive; team and individual based clubs appropriate for all pupils. To achieve greater impact, these clubs are offered free of charge.

We follow a range of inter-school fixtures, tournaments and festivals. This complements the competitive element to team games and allows the pupils 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.

To support the positive impact of sport, we use a reward policy to encourage positive attitudes across the curriculum in order to achieve a whole school reward in the form of physical activity. This encourages children to strive for excellence in all areas of school life, with enjoyment of physical activity at its core.

