

Curriculum Policy Document

**Document Name: Physical Education (PE) Policy**

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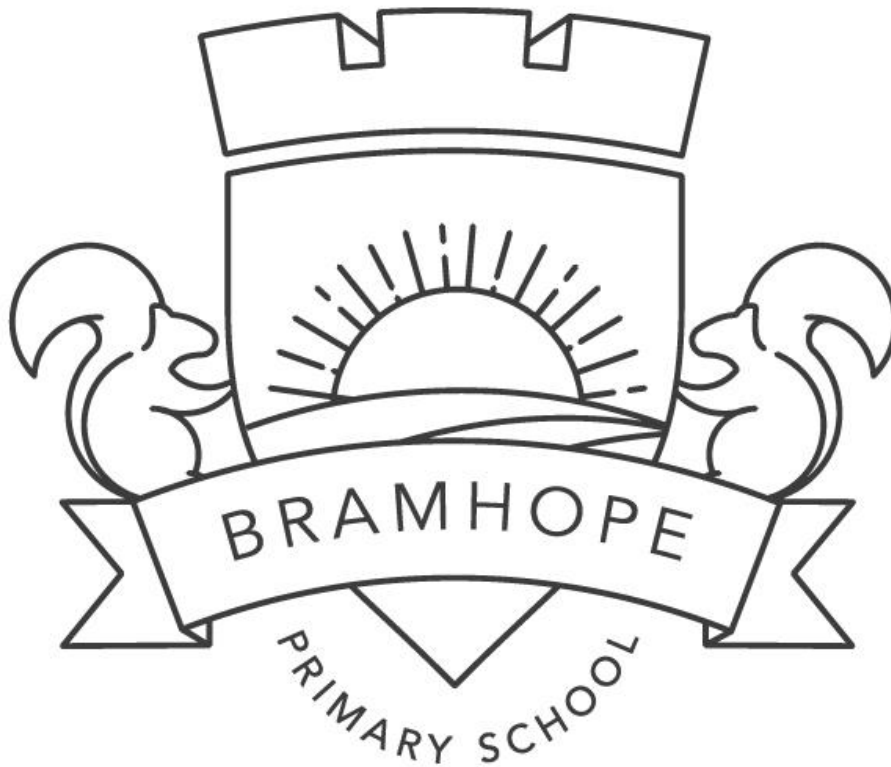
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## Physical Education (PE) Policy



## Rationale

At Bramhope Primary School we aim to instil a passion for PE and sports to ensure that every child has the opportunity to be the best they can in their PE lessons, sport and active playtimes. Through physical education and sport we aim to teach our pupils new skills and show them how to improve in a safe and stimulating environment. By providing a wide variety of sporting opportunities both in school and off site, our pupils will become healthy and active young people ready for the next stage of their lives. We strive to give children the opportunity to compete internally (intra-house), and with other schools (inter-school) to instil values of determination, respect, encouragement, body language and communication.

## Aims

- To include all pupils in physical activity and give them the opportunity to reach their full potential regardless of ability, age or gender
- To increase pupils' participation in and enjoyment of physical activity within and outside the curriculum meeting the Government's recommendation (two hours of high quality PE a week).
- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency [acquiring and developing]
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas [selecting and applying]
- To develop the concept of fair play by having positive attitudes towards understanding and applying the conventions and rules of competition
- To improve pupils' health and develop an understanding of the importance of activity in maintaining a healthy lifestyle by taking ownership of their own fitness levels through a variety of different personal best challenges [knowledge and understanding of fitness and health]
- To develop pupils' ability to use what they have learnt to improve the quality of their performance and to know how to evaluate their own and others' success [improving and evaluating]
- To allow pupils to work in environments which are safe, familiar, different and challenging and to be concerned with their own and others' safety in all activities [applying safety principles]
- To develop the ability to work both independently and co-operatively; to communicate with and respond positively towards others whether as participants, team members, organisers or spectators [working alone and with others]
- To provide opportunities for cross curricular learning within PE lessons.

## **Organisation of Content**

The hall timetable is allocated for 2 sessions per week for each class from Reception Class to Year 6. This class will have priority use of the hall, playground or school field depending on the activity that is being taught.

Sporting Influence will lead one session per week with the class teacher observing and following on in the next lesson with consolidation and next steps. Sporting Influence will provide planning prior to lessons and suggest next steps at the end of each lesson.

## **Assessment of content**

Teachers assess children's work in P.E(supported by Sporting Influence) by making assessments as they observe the children working during lessons. Teachers record the progress made by children against the national curriculum. At the end of a unit of work, teachers make judgements as to whether a child has met or is working towards the expectations for each individual lesson and this should be recorded and can be used to enable the teacher to make an annual assessment of overall progress for a child when writing annual report for parents.

## **Accountability**

The subject leader will oversee the continuity and progression within annual and medium term plans.

They will also monitor the quality of teaching and learning through observations.

The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.

After a unit of work Sporting Influence will provide the opportunity for a lesson to be observed to gain feedback.

## **Teaching strategies employed**

During PE lessons, children should remain physically active for at least 10 consecutive minutes by the end of KS1, and 20 consecutive minutes by the end of KS2. Opportunity and provision in PE and extra-curricular activities will be planned and delivered to meet the needs of all pupils. PE experience will reflect the whole school policy on promoting equal opportunities for all pupils. Differentiation should enable all pupils to achieve the best of their ability. Differentiation can be catered for in a range of ways, such as; - Grouping children by ability and setting different tasks for each group - Providing a range of challenges through the provision of a variety of appropriate resources / equipment, individual, paired and group work.

Pupils will have opportunities to take part in a range of sports throughout the year and will take part in an annual sports day as well as inter-house competitions at the end of each half-term.

## Provision for all children

- To include all pupils in physical activity and give them the opportunity to reach their full potential regardless of ability, age or gender
- Providing extension activities or more skills based activities for higher ability children.

## Inclusion

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.

## Health and Safety

- **Clothing and jewellery**  
Children will wear suitable clothing for indoor and outdoor PE. This will include suitable training shoes (unless in the hall in which children can be bare-foot), tracksuit shorts or bottoms, and a different T Shirt to their school uniform. - Ear-rings must be taken out. No jewellery should be worn (exceptions: adults can wear a watch for time-keeping). Hair should be securely tied back. Adults delivering PE sessions should follow the same clothing and jewellery policy.
- **Location and equipment**  
P.E. Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. Safety is further enhanced by emphasis to use the correct equipment in a safe manner. There is a need for warm-up and recovery periods when exercising.