

Physical Activity (PA) and Physical Education (PE) Policy

Great Ponton CE Primary School



Approved by:

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To develop physical confidence to support health and fitness through both competitive opportunities and activities that build character and embed values of fairness and respect.

1 Aims and objectives

1.1 Physical activity and 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 activity and 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.

1.2 The aims of PA & PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination (eg: play)
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

All of these contribute to a child's 'physical literacy' as they progress through the different key stages here at primary school.

2 Teaching and learning style

2.1 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.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;

- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.
- access physical activity through active play and lunch times.

Out of curriculum hours we try to:

- Offer a range of play activities at playtime and lunchtime inc. the opportunity to become a playground leader and to complete the Playground Leaders award.
- Clubs and activities that give pupils the opportunity to try new activities or sports.
- Take part in local competitions and festivals to celebrate our involvement in sport and games.
- Teach multi skills activities to all KS1 pupils to ensure their involvement in a range of activities suitable for any ability.

3 PE curriculum planning

- 3.1** PE is a foundation subject in the National Curriculum. Our school uses GetSet4PE scheme of work as the basis for its curriculum planning in PE. We have adapted the scheme to suit the local circumstances of the school. As required we teach dance, games, swimming and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games and gymnastics, outdoor adventurous activities, swimming and water safety and athletics. All children in KS1 & KS2 swim on a regular basis to ensure good PE coverage.
- 3.2** 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.
- 3.3** Our medium-term plans, which we have adopted from GetSet4PE 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.
- 3.4** Class teachers have a daily outline plan for each PE lesson. These list the specific skills and knowledge for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans and reviews them when required.
- 3.5** 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 into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4 The Foundation Stage

- 4.1** 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.

5 Contribution of PE to teaching in other curriculum areas

5.1 English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

5.2 Computing

We use computing to support PE teaching when appropriate. In dance and gymnastics children might make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work. Digital photos are taken as evidence of the work pupils have done and their contributions to clubs and sporting festivals.

5.3 Personal, social and health education (PSHE) and British Values

PE contributes to the teaching of personal, social and health education and British Values. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. They learn how the British Values are woven in to PE and sport.

5.4 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

6 Teaching PE to children with special needs

- 6.1** We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their individual healthcare plans.

7 Assessment and recording

- 7.1** Teachers assess children's work in PE by making assessments as they observe them working during lessons. At the end of a unit of work, teachers assess the pupils against the criteria specified in the planning they use to prepare from. They record this information and use it to plan the future work of each child or groups of children. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

8 Resources & Coaching

- 8.1** There is a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the PE store, and this is accessible to children only under adult supervision. The village hall has a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities and the local swimming pool for swimming lessons. The outdoor trim trail at the school is used at both playtime and in PE lessons to encourage the children to be more adventurous in their physical activities by choice as well as direction.
- 8.2** The school makes excellent use of the support they receive from the local sports charity Inspire+ (formerly the South West Lincs School Sports Partnership). This support offers a range of coaching in school, training for children and adults (including parents) in the leadership of sport and physical activity, mentoring and gifted and talented support, low self-esteem and confidence work as well as a range of top-up sports sessions including swimming. The school pays an annual (subsidised) fee for this service and will receive the full service as part of the Sports Premium Funding.
- 8.3** The school also receives support from the local School Games Organiser (SGO) who co-ordinates all the local inter school sports events, festivals and competitions. This support will also be afforded out of the Sports Premium Funding. Through this support our pupils have the opportunity to participate in a range of inter and intra sports activities throughout the year.
- 8.4** The school makes use of a sports apprentice who is expected to support curriculum PE lessons and extracurricular activities.

9 Health and safety

- 9.1** 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. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity. Risk assessments are done on all of the large apparatus (and trim trail) and their use and they are inspected annually for health and safety.

10 Monitoring and review

- 10.1** The monitoring of the standards of children's work and of the quality of teaching in PA & PE is the responsibility of each class teacher. Teachers will inform the head teacher of any issues that may be of concern and the staff will work together to formulate plans to improve the physical activity accessed in the school.

11 Extra-curricular activities

- 11.1** The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas and are run by school staff or coaches we can hire through Inspire+. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools in a variety of sports. 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 as well as allowing them to meet and get to know pupils from other local schools.