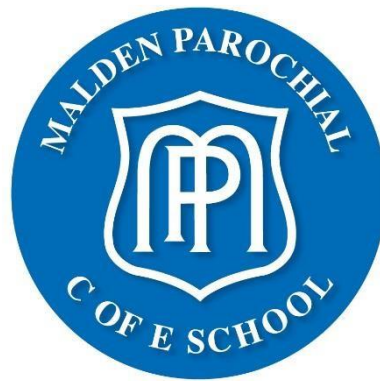


The Royal Borough of Kingston upon Thames

**Malden Parochial C of E
Primary School**



P.E. Policy

Agreed: Summer Term 2020

Review: Summer Term 2022

[or as required]

P.E. Policy (Physical Education Policy)

Vision Statement

At Malden Parochial, we are committed to providing all children with a range of opportunities to engage in Physical Education. We develop pupils who are physically competent and consider physical activity to be fun and crucial in terms of developing a positive attitude towards leading a healthy lifestyle, and making informed choices about physical activity now, and in future years.

Through P.E., we aim to embed values such as teamwork, fairness and respect for themselves and others. In addition, we aim to develop confidence, self-esteem and build character as well as develop a passion for sport that extends outside of school.

P.E. is an essential part of a child's educational development. It involves thinking, selecting and applying skills as well as extensively contributing towards pupils' moral, social, spiritual and cultural development.

Intent

At Malden Parochial, we provide outstanding physical education through high quality teaching and a progressive curriculum that covers a range of sporting areas. P.E. is taught to promote children's personal, social and physical development, as well as providing them with an understanding of their bodies in action and the tools to lead a healthy, active life. It gives children the opportunity to develop knowledge and skills across a range of sporting activities; engage in moderate to intense physical activity over sustained periods of time; the opportunity to participate in competitive sports, and learn the importance of being respectful in sporting activities.

All children from Nursery to Year 6 take part in physical education across several sporting areas as set out in the National Curriculum programme of study (see Appendix A). For pupils in Early Years Foundation Stage, this involves providing opportunities for young children to be active and interactive with the aim of developing their co-ordination, control and movement skills as well as understanding the importance of physical activity and making healthy choices. In Key Stages 1 and 2 these areas include: Netball, Basketball, Hockey, Football, Rugby, Dance, Gymnastics, Swimming, Rounders, Tennis and Athletics (see curriculum mapping Appendix B). The pupils will access this content at an age and ability appropriate level, each year returning to the topic to build on the knowledge and skills from previous years (see curriculum overview, scheme of work, skills and progression documents Appendices C, D and E).

Children will learn through a P.E. curriculum that is clear and progressive, with strong links to other curriculum areas, particularly P.S.H.E.

Throughout the teaching of our P.E. curriculum, we aim that our pupils will develop the knowledge, skills and attributes that are needed to lead an active, healthy lifestyle now and in the future.

Throughout our P.E. syllabus, children at Malden Parochial will:

- master basic movements including running, jumping, throwing and catching, and apply these to various areas of P.E;
- develop balance, agility and co-ordination, applying these to a range of activities;
- participate in team games, developing simple tactics for attacking and defending;

- perform dances using simple movement patterns, increasing complexity of patterns with increasing age;
- play competitive games e.g. football, hockey, basketball and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance;
- take part in outdoor and adventurous activity challenges both individually and as part of a team;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best;
- swim competently, confidently and proficiently over a distance of at least 25 metres;
- use a range of strokes effectively;
- perform safe self-rescue in different water-based situations;

Implementation

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. The curriculum is organised as a 'spiral' so that each area of learning is revisited, building on what has been taught before. P.E. is a practical subject, involving both indoor and outdoor sports, in which children are always encouraged to achieve their personal best, to consistently demonstrate fair play and sportsmanship, and to challenge their ability through participation in local competitions against other schools. Our wide range of sporting opportunities ensures that there is something for everyone to enjoy at all levels.

Roles and Responsibilities

The Subject Leader for P.E. is responsible for:

- Leading policy development and implementation.
- Advising and supporting colleagues.
- Contributing to schemes of work, year group and individual teachers' plans.
- Developing in depth knowledge of their subject and keeping up to date with developments.
- Assessing progression and attainment throughout the school.
- Organising sports competitions against local schools.
- Managing resources.
- Arranging outside agencies to support teachers in the delivery of the curriculum where necessary e.g. gymnastics and swimming.

Equal Opportunities

- At Malden Parochial, we value the individuality of all of our children. We are committed to giving our children every opportunity to achieve at the highest of standards.
- We offer a broad and balanced curriculum, and have high expectations of all children.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups. This reflects the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and

refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- The achievements, attitudes and well-being of all our children matter.

Health and Safety

Health and safety issues are taken into account when planning any practical lesson. When visits occur, full risk assessments will have been completed.

Effective measures to ensure pupil and staff safety in P.E. are implemented as follows:

- detailed planning before every lesson;
- the use of appropriate kit;
- checking areas are free from sharp objects;
- staff report any damage to P.E. equipment to the P.E. Subject Leader;
- children are to change for P.E. into the agreed clothing for each activity area;
- earrings are expected to be removed or taped before any physical activity;
- teachers are expected to wear the staff P.E. kit when teaching P.E.;
- at least one staff member to accompany children when participating in competitions.

Planning

All pupils are entitled to a progressive and comprehensive Physical Education programme which embraces the requirements of the National Curriculum and takes into account individual interests and needs.

Class teacher plan two sessions of P.E. per week. Lessons are planned and taught through a range of teaching styles and the use of appropriate resources. When planning P.E. lessons, teachers refer to the scheme of work, which outline the expected coverage for each year group, ensuring pupil exposure to several different disciplines including swimming, gymnastics, dance, invasion games and athletics (see Appendix D). Lessons are prepared for each P.E. lesson using these schemes of work or they may be drawn from themes that are linked to whole school initiatives (for example, a themed week). Learning opportunities are matched to the needs within the class including those with learning difficulties. Specific learning objectives are set out for each lesson as well as providing details of how the lesson can challenge pupils or offer more support if needed.

Teaching

Teachers at Malden Parochial use a range of teaching and learning styles. Teachers are expected to take full part in Physical Education lessons, modelling the skills or techniques involved. Lessons will also include skills sessions that involve independent, pair and group work as well as actual game situations. We place emphasis on developing skills that are transferable to multiple sports as well as fair play at all times. The delivery of each unit of work will ensure that each pupil will have the opportunity to explore basic skills, develop existing skills and acquire new ones; increase control and co-ordination, and develop knowledge of game rules, attacking and defending strategies. In addition, pupils will develop an understanding of fitness and health; learn how important it is to be active, and be taught to recognise and describe how their bodies feel during different activities.

In upper Key Stage 2, pupils will be given more opportunities to show initiative by leading activities, using what they have learnt to improve the quality and control of their own and others' work in the subject.

Organisation

Children are timetabled to receive two hours of P.E. lessons per week. For afternoon P.E. lessons, children are collected early from the playground to get changed. This ensures that a full hour of physical activity is completed. During the autumn and spring terms, one of these lessons is dedicated to indoor programmes such as dance and gymnastics. Children at Malden Parochial also have swimming lessons taught by a specialist instructor (in ability groups) that last for approximately 30 minutes. The teacher may observe one to two lessons per ten-week block for assessment purposes.

Within some topics, a subject expert may come in to deliver or support staff with the teaching of a specific sport e.g. gymnastics. The expectation is that teachers observe the work of the instructor and then take what they have learnt and apply it to their own lessons.

Homework

The children may be given a P.E. focus to their weekly homework as appropriate, although the majority of home learning will have an English or Maths focus. Children selected for school teams may be asked to practise outside of school hours.

Resources

There are a wide range of resources to support the teaching of P.E. across the school. There is a cupboard attached to the school hall containing the resources required for indoor P.E. lessons. The hall also contains a range of large apparatus for gymnastics. The P.E. sheds in the playground contain equipment specific to outdoor work. These sheds are only accessible to children when under adult supervision. The children use the school hall, playground, field or astro-turf for P.E. lessons. We also have an on-site swimming pool for swimming lessons.

Impact

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. Assessment is carried out mostly through observations, but may also involve questioning, mini-plenaries, self and peer assessment. Informal assessment is carried out on a lesson-by-lesson basis, which leads into the final evaluation. The children are then formally assessed at the end of each unit of work to ensure that progress is being made. Teachers complete a subject-specific Key Performance Indicator sheet (Appendix E) outlining the attainment of the children for that area. The assessments show children that are working at the expected level for their year group, those working below and those working above age-related expectations. These assessments are submitted to the Headteacher and Subject Leader so that progress can be clearly tracked and monitored.

Children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve by assessing themselves against success criteria in every lesson. This gives promotes self-awareness and ownership of their own progress.

Monitoring and Evaluation

Monitoring takes place regularly through teacher planning, learning walks and formal lesson observations.

Monitoring the standards of children's work and the quality of teaching in P.E. is the responsibility of the Subject Leader and Leadership Team. The Subject Leader is also responsible for supporting colleagues in the teaching of P.E., for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Review

The Subject Leader and Headteacher will review this policy and amend as appropriate in consultation with the Governors.

In conclusion

Consultation

At the end of each academic year, the Subject Leader, Headteacher and staff review and evaluate the Physical Education taught. Evaluation should take into account:

- Implementation of the National Curriculum. This will include discussion of the lesson structure, progress of the children in line with key objectives, planning issues and staff needs as regards training and support;
- Pupil achievement;
- Coverage of curriculum and sports;
- Analysis of resources;
- Staff development;
- Any issues arising from teaching;
- Children who have not reached the age related expectations;

Links to other policies and documents

- Assessment policy
- Inclusion policy
- Homework policy
- Inclusion policy
- Anti-bullying policy
- Healthy and Safety policy

Acronyms

P.E. – Physical Education

P.S.H.E. - Personal, Social, Health, Economic

KS – Key Stage

KPIs – Key Performance Indicators

Sources and References

P.E. National Curriculum England KS1 and KS2 Programmes of Study
Early Years Foundation Stage Framework

Appendix

Appendix A - National Curriculum for P.E. in England

Appendix B - Curriculum Mapping

Appendix C - Curriculum Overview

Appendix D - Scheme of Work

Appendix E - Skills and Progression Documents / Key Performance Indicators (KPIs)