



Physical Education (PE) Policy

The status of the policy:	Final
Purpose:	The purpose of this policy is to outline the mission, aims and curriculum of PE at Birch Hill Primary School
Consultation:	Teachers
Links with other policies:	<ul style="list-style-type: none">• School vision• SEND• Equality• Teaching & Learning• Assessment
Monitoring and evaluation:	The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The subject leader also involves supporting colleagues in their teaching and providing a strategic lead and direction for PE in the school. December 2021
Date established by governing body:	January 2022
Date for full implementation:	
Date for review:	January 2025

Mission Statement

Physical Education is highly valued at Birch Hill Primary School as we recognise the importance of its contribution to our pupil's health and well-being, academic development and enjoyment of school life. Our pupils are renowned for their success in extra-curricular sporting activities at a local and national level.

We have high expectations and high aspirations for every one of our students. We aim to provide high quality physical education for all children, delivered by members of staff, who are committed to engaging pupils and developing their skills in PE.

Our aim is to ensure that each one has access to the best possible opportunities and experiences during their education, so that they can reach their full potential and are better prepared for the future. With that in mind, we have created a strong and purposeful PE curriculum, which shows clear development throughout the school from EYFS to Year 6.

Additional to our curriculum based Physical Education; we aim to inspire a love of extra-curricular sporting activities. Birch Hill School frequently participates in many of the Bracknell Forest sporting events throughout the academic year. Children benefit from participation in: triathlons, athletics, football tournaments, tennis matches, cricket skills workshops and many more.

1 Aims and objectives

1.1 Physical education develops the children's knowledge, fundamental 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, ball games, striking and fielding. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Therefore, we aim to encourage a love of physical activity, which will stick with children throughout their lives.

1.2 The objectives of teaching Real PE in our school are:

- to enable children to develop and explore physical fundamental skills with increasing control and coordination;
- 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 show children how 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;
- to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success;
- to develop the children's understanding of how to warm the body up and why this is important for physical exercise;

- to promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being;
- to develop independence in children's learning and reflection of learning.

2 Teaching and learning style

2.1 PE lessons are taught using the Real PE scheme, which covers all aspects of the new curriculum. Our principal aim is to develop the children's knowledge, fundamental skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities planned towards the children's needs and abilities. 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 in Physical Education and to compete with each other and themselves. Furthermore, they have the opportunity to use a wide range of resources.

2.2 Throughout the school, children have a wide range of physical ability. Real PE aims to give every child the physical literacy, emotional and thinking skills to achieve in PE, Sport and life. The unique, child centred approach transforms how we teach PE to include, challenge and support every child. The core real PE programme includes training, the very best innovative resources and is supported by Jasmine - a real learning platform. 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. measured events, such as an 80 metre sprint or bean bag toss challenge);
- setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump or an obstacle course);
- providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

3 PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses the Real PE scheme of work as the basis for its curriculum planning in PE, which accommodates the new national curriculum requirements. As required, we teach dance and the fundamental skills for games at Key Stage 1. In Key Stage 2 we teach compulsory dance, fundamental skills for games, ball skills, striking and fielding, swimming and water safety, and athletics. We do not teach 'adventure activities' as part of the normal school programme, however, this will be included as a key element of our Year 6 residential visit. Swimming and water safety is developed in KS2.

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. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group.

3.3 We use the national scheme of work as the basis for our medium term plans. This gives 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.

3.4 Class teachers follow Real PE planning resources for each PE lesson. This lists the specific learning objectives and expected outcomes, and give details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

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 progression planned 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 Foundation Stage 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, control of the way they move, and care in the handling of 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. Foundation stage also follow Real PE during their allocated 2-hour PE slots per week where they develop basic fundamental movement skills of agility, balance and coordination. The curriculum provides opportunities for the children to work individually and collaboratively on activities thus developing their team working skills. Children participate in competitive sporting activities against self, others and take part in festivals in the wider community.

5 Contribution of PE to teaching in other curriculum areas

5.1 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. Children also talk to each other and work in partners.

5.2 PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating and develop an understanding of how to make informed choices about these things.

5.3 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 PE and inclusion

6.1 We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs. Within Real PE there are activities for all children available as it aims to challenge EVERY child.

6.3 Interventions will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

6.4 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6.5 Gifted and talented pupils: If a child is deemed to be gifted and talented within a particular sport or within an area of PE, this child will be added to our gifted and talented register, with an explanation of their particular talents. We also encourage those we feel are Gifted and Talented to join an appropriate club to further their development.

7 Assessment for learning

7.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. Teachers complete a basic baseline assessment of all children and record the progress made by children against the Real PE assessment wheel. The assessment wheel is split into twelve fundamental areas deemed to be essential in physical development and are graded in difficulty. KS2 children are also able to assess themselves using the assessment wheel.

These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

7.2 Staff Continued Professional Development (CPD) All staff are taking part in continuous professional development with Real PE and Swimming to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should indicate where they feel they need support so that appropriate support can be given by the subject leader through INSET. All staff who attend any CPD course will provide feedback/disseminate the information. As well as this, with our partnership with Real PE we are entitled to several training days throughout the year and the subject leader attends three off-site training days.

8 Resources

8.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. There are several other sheds around the school grounds, which contain balls, hockey equipment and sports day equipment. The hall contains a range of apparatus, and we expect the children to help set up and put away this equipment as part of their work. In doing so, 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.

9 Health and safety

9.1 It is the general teaching requirement for health and safety that applies to 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. All children will be expected to bring the appropriate kit to each PE lesson. If none is present, the school will provide a spare set (if available) for the children. If children persistently forget their kit a letter will be sent home to parents informing them of the situation so the children take responsibility for their kit and do not rely on the school.

9.2 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 potentially dangerous jewellery is to be worn for any physical activity.

9.3 All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. All pupils must be taught how to handle and carry apparatus and resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

9.4 The children's safety and ability to fully access the curriculum are priorities within the school and to this end reference should be made to the school's Safeguarding Policy. Due consideration will be given to the procedures when children are changing for swimming or any other athletic activity and to the safe use of equipment around the school. Relevant checks will be made on those adults who are not teachers who

are working with the children, who will then be made aware of any other safeguarding issues. Physical Education (PE) Policy

10 Extra-curricular activities.

10.1 The school provides a range of PE-related activities for children at the end of the school day by fully qualified coaches. These encourage children to further develop their skills in a range of the activity areas. 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. 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 cooperation amongst our children.