



Policy on Physical Education (PE)

This policy represents the agreed principles for the provision of Physical Education within Shepherd Primary School. This policy has been agreed by governors within the school all teachers representing the Foundation Stage, KS1 and KS2 and the Headteacher.

At Shepherd Primary School, we celebrate the cultural backgrounds of our school community, whilst also promoting and upholding British Values. Democracy, the rule of law, individual liberty, mutual respect and tolerance are taught throughout the curriculum alongside our own school Core Values.

School aims

Our school community (children, staff, parents and governors) aims to:

- Learn and grow together within a safe, caring and happy environment;
- Continually encourage achievement in all aspects of school life;
- Motivate all children with a broad and challenging curriculum;
- Treat everyone with honesty and respect;
- Ensure opportunities for all.

1 Aims and objectives

- 1.1 PE 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. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting, applying and evaluating skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.
- 1.2 Our objectives in the teaching of PE are:
- to give every child 2 hours of High Quality PE curriculum time
 - to offer after school sports clubs and the opportunity to take part in sport festivals, tournaments and local matches
 - to enable children to develop and explore physical 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 in which children perform skills, and apply rules and conventions, for different activities;
 - to encourage children to work as an integral part of a team;
 - to develop values of co-operation, support and encouragement;
 - 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 enable children to experience a range of physical activity and sports which may encourage further participation or interest out of school;
- to encourage the enjoyment of physical activity and embed regular activity as part of a healthy lifestyle.

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 or 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, children have a wide range of 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);
- Allowing and encouraging skilful and talented children to contribute by demonstration, group leading or working with other talented children at a higher level.

3 PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses the Real PE , Create Development, scheme of work as a basis for its curriculum planning in games skills, gymnastics, team games, athletics and dance. We have adapted these schemes to suit the context of our pupils and to link to our creative curriculum wherever possible. In KS1 and 2 we teach gymnastics, dance, games skills and athletics. In KS2 we also teach team games such as tag rugby, mini tennis, rounders, football and hockey. Pupils in Years 5 also have swimming lessons at our local sports centre in order to ensure they can confidently swim at least 10 meters before leaving primary school. In addition to this Year 6 embark on a school journey each year, which is geared towards team work, outdoor and adventurous activities, and physical activity and water sports.

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 and skills 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 Real PE 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 complete a daily plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives 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. Plans are flexible. They are annotated and adapted as the lesson progresses, to ensure sequential learning.
- 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 Early Years Foundation Stage

- 4.1 We encourage the physical development of our children in the Early Years as an integral part of their learning. As the Reception class is part of the Early Years Foundation Stage (EYFS), we relate the physical development of the children to the objectives set out in the Early Learning Outcomes, which underpin the curriculum planning for children from birth to five years of age. We encourage the children to develop confidence, control 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. We also have many challenging and educational activities in our outdoor quadrangle area which are programmed by the foundation stage practitioners and are available to children during Child Initiated Learning (CIL) and lunchtimes.

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 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and 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 in which 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 cooperate 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 ICT

- 6.1 Information and communication technology enhances the teaching of PE, where appropriate, in both phases. In dance and gymnastics, children make recordings of their performance, and use them to develop their movements and actions. Music composed on the computer is sometimes used for creative dance. Older children compare each other's performances from recordings, and use these to improve the

quality of their own work. A digital camera can record experiences during outdoor activities and assemblies.

7 PE and inclusion

- 7.1 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 Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).
- 7.2 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 or different action to enable the child to learn more effectively.
- 7.3 Intervention through School Action and School Action Plus 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.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning PE. Children are encouraged to participate in activities outside our school (a sports event at another school, for example), tournaments, sports team matches or county events. We carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- 8.1 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 in which to improve. Teachers record the progress made by children against the learning objectives for their lessons by annotating weekly plans with those children who have exceeded or fallen below the learning objective. The teacher also assesses each child on a traffic light assessment grid against that half terms learning objectives. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's termly report to parents. The teacher passes this information on to the next teacher at the end of each year.

9 Resources

- 9.1 There is a wide range of resources to support the teaching of PE across the school. We keep all our equipment in the PE cupboards and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their lesson. By so doing, the children learn to handle equipment safely. The children use the school field for games, athletics and outdoor and adventurous activities, and the local swimming pool for swimming lessons.

10 Health and safety

- 10.1 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. 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.

Daily risk assessments of the school grounds are completed prior to children coming into school. However for every PE lesson, teachers risk assess the area and resources to be used.

As part of the children's PE curriculum and OSHL, festivals and events are often planned with other schools and at different venues. Parental consent and risk assessments are gathered and completed for each off site visit. If transport is needed the PE co-ordinator collects and keeps information regarding CRB's, insurance, tax, MOT, and breakdown cover for the adults accompanying the children. Teachers require parents to provide booster seats for children under 135cm tall.

11 Extra-curricular activities

- 11.1 The school provides a good range of PE-related activities for children at the beginning, during lunch times and at the end of the school day. These encourage children to further develop their skills in a range of the activities. The school sends details of the current club activities to parents at the beginning of each term. The range of activities offered span from; netball and football through the challenging activities of athletics, speed stacking to the a 'Glee' club. For those without an interest in sport there is a large range of ICT, Art, Music, D&T, Science and language clubs. 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. Match reports are read out in front of the school and are published in the school news letter, children help with the setting up for matches. These opportunities foster a sense of team spirit, responsibility and cooperation amongst our children.

12 Sport Premium

- 12.1 Shepherd Primary has received Sports Grant annually since 2013 which can only be spent on sport and PE provision in school, but we have the freedom to choose how we do this. We are using our grant to hire professional sports coaches to work alongside our class teachers in order to improve the quality of PE teaching, pay for sport workshops to give children new experiences and opportunities to take part in sports which otherwise they may not, providing discounted places for pupils in after school sports clubs, paying for staff CPD courses and towards transport to allow us to take pupils to sports matches and festivals away from school grounds. A summary report on how we spend the sport premium and the impact of this can be viewed on our school website.

13 Monitoring and review

- 13.1 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 work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, providing a strategic lead and direction for PE in the school and offering courses for CPD. The subject leader continuously evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The PE subject leader has specially- allocated, regular management time in order to review development and to undertake lesson observations of PE teaching across the school. The subject also has two teachers allocated to it in order to assist with administration, auditing, and equipment management, purchasing and preparation related to the subject.

- 13.2 This policy will be reviewed at least every two years.

PE Curriculum Map 2015-2016

Most units are based on the Real PE Scheme

Watford FC will run sessions with Years 1, 2, 3, 4, 5 & 6 (Monday, Tuesday and Friday afternoons)

Swimming will take place each Tuesday afternoon with Year 5 for the Autumn/Spring Term

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Action Kids Val Sabin Spatial Awareness	Action Kids Val Sabin Activities Leading to Gymnastics (Floor)	Action Kids Val Sabin Dance	Action Kids Val Sabin Activities Leading to Gymnastics (Large Apparatus)	Action Kids Val Sabin Activities Leading to Games	Sports Day Practise
Reception	Real PE Unit 1 & 2 (Include Floor and Large Apparatus) Personal & Social	Dance Val Sabin	Real PE Unit 5 & 6 (Include Floor and Large Apparatus) Physical & Health & Fitness	Dance Val Sabin	Real PE Unit 3 & 4 Cognitive & Creative	Sports Day Practise
Year 1	Real PE Unit 1 (Include Floor and Large Apparatus) Personal	Real PE Unit 2 Social	Real PE Unit 3 (Include Floor and Large Apparatus) Cognitive	Real PE Unit 4 Creative	Real PE Unit 5 (Include Floor and Large Apparatus) Physical	Real PE Unit 6 Health & Fitness
	Watford FC Games	Watford FC Dance	Watford FC Games	Watford FC Dance	Watford FC Games	Watford FC Athletics
Year 2	Real PE Unit 1 (Include Floor and Large Apparatus) Personal	Real PE Unit 2 Social	Real PE Unit 3 Include Floor and Large Apparatus)	Real PE Unit 4 Creative	Real PE Unit 5 (Include Floor and Large Apparatus) Physical	Real PE Unit 6 Health & Fitness

			Cognitive			
	Watford FC Dance	Watford FC Games	Watford FC Games	Watford FC Dance	Watford FC Games	Watford FC Athletics
Year 3	Real PE Unit 1 (Include Floor and Large Apparatus) Personal	Real PE Unit 2 (Social)	Real PE Unit 3 (Include Floor and Large Apparatus) (Cognitive)	Real PE Unit 4 Creative	Real PE Unit 5 (Include Floor and Large Apparatus) (Physical)	Real PE Unit 6 (Health & Fitness)
	Watford FC Dance	Watford FC Football	Watford FC Mini Tennis	Watford FC Athletics	Watford FC Dance	Watford FC Cricket/Rounders
Year 4	Real PE Unit 1 (Include Floor and Large Apparatus) Personal	Real PE Unit 2 (Social)	Real PE Unit 3 (Include Floor and Large Apparatus) (Cognitive)	Real PE Unit 4 Creative	Real PE Unit 5 (Include Floor and Large Apparatus) (Physical)	Real PE Unit 6 (Health & Fitness)
	Watford FC Football	Watford FC Dance	Watford FC Mini Tennis	Watford FC Athletics	Watford FC Dance	Watford FC Cricket/Rounders
Year 5	Swimming	Swimming	Swimming	Swimming	Real PE Unit 1 (Include Floor and Large Apparatus) Cognitive	Real PE Unit 2 Creative
	Watford FC Football	Watford FC Tag Rugby	Watford FC Dance	Watford FC Athletics	Watford FC Cricket/Rounders	Watford FC Dance
Year 6	Real PE Unit 3 (Include Floor and Large Apparatus) Social	PE Unit 4 (Physical)	Real PE Unit 5 (Include Floor and Large Apparatus) Health & Fitness	Net/Wall Games 2 Lessons 1 – 6 (LCP Years 5 & 6)	Real PE Unit 6 (Personal)	Athletic Activities 3 Lessons 1-6 (LCP Years 5 & 6)

	Watford FC Football	Watford FC Tag Rugby	Watford FC Dance	Watford FC Athletics	Watford FC Cricket/Rounders	Watford FC Dance