



Physical Education Policy

Adopted by the Governing Body on: April 2015

Next Review: April 2018

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Our mission, as a small community school with a very advantageous teacher/pupil ratio, is to deliver primary education of the highest standard in a caring environment and on a highly individual basis.

[Brompton and Sawdon Community Primary School](#) *Committed to Excellence*

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Brompton & Sawdon C.P. School

Physical Education Policy

1 Aims and objectives

- 1.1 The new National Curriculum 2014 states that a high-quality physical education (P.E.) programme inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. However, at Brompton and Sawdon, we recognise that a student must follow a comprehensive learning journey before they can confidently apply skills to competitive and demanding situations.
- 1.2 At Brompton and Sawdon we strive to secure the acquisition, and then encourage the development, of fundamental movement skills before allowing children to apply these skills to tactical situations. This lines up with the new National Curriculum that focuses on learning in depth. When the fundamental skills have been developed children will then be given the opportunity to select, apply and evaluate these skills in competitive and demanding situation. This careful approach will allow our children and staff to achieve the following aims.
- 1.3 At Brompton and Sawdon our children and staff are given the opportunity to:
- Physically develop their size, strength, fitness, speed, gross and fine motor skills
 - Extend their agility, balance and coordination
 - Work independently and with others in a range of situations
 - Recognise and describe how their bodies feel during exercise
 - Develop an understanding of how to succeed in a range of physical activities and how to evaluate their own and others' performances
 - Understand how to lead a healthy and fulfilling lifestyle in and out of school
 - Engage in competitive sports and activities
 - Be physically active for sustained periods of times
 - Learn, create, develop and apply the rules of a range of competitive sports and physical activities
 - Develop a sense of fair play and sportsmanship

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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 to collaborate and to compete with each other, as well as allow opportunities to use a wider 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
 - Setting tasks of increasing difficulty, where not all children complete all tasks
 - Grouping children by ability and setting different tasks for each group
 - Providing a range of challenge through the provision of different resources

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- 2.3 Staff should look to cater for all pupil needs through the STEP principle. Lessons will accommodate and challenge pupils by changing the:
- Space in which a physical activity takes place
 - Time taken to achieve a goal or activity
 - Equipment allowed in the given task
 - People included in the activity (amount, ability)

3 Physical Education Curriculum Planning

3.1.3 Early Years Foundation Stage

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.

~~2.4 — At Brompton and Sawdon Community Primary School, we want the children to be committed to~~

~~excellence in everything they do. We follow the school Golden Rules which are displayed in each classroom and referred to often. Our Golden Rules are:~~

- ~~• Be polite~~
- ~~• Be kind~~
- ~~• Be responsible~~
- ~~• Always work hard.~~

3.2 Key Stage 1 & 2

P.E. is planned by each class teacher in accordance with the National Curriculum. Medium term plans are drawn up by class teachers at the beginning of each half term. They ensure an appropriate balance and distribution of work across each half term with ample opportunity to revisit and extend children's learning. During each half term, specific learning objectives, tasks and activities are recorded on short term weekly planning sheets. Sheets for weekly planning specify organisational details, including teaching modes, differentiation, deployment of staff/volunteer support and resources. The class teacher keeps these individual plans, and the subject leader monitors and reviews them regularly.

3.3 **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. Children may also use PE activities, especially outdoor adventure activities (including Forest School sessions), to provoke writing.

3.4 **Maths:** PE sessions allow opportunities for teachers to develop and secure mathematical knowledge and concepts. Students are encouraged to use mathematical thinking to solve problems within PE.

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3.5 **Science:** Opportunities should be made by teachers to secure areas of science within PE sessions. For example, securing knowledge of the effect of exercise or the use of forces in swimming. However, this should not be at the expense of quality PE teaching and the development of children's fundamental movement skills.

3.6 **Foundation subjects:** Where appropriate, sessions will also develop the knowledge and skills usually associated with other foundation subjects. For example, the use of computing to record and playback children's performances will enhance learning in both PE and computing.

3.7 **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

4 Equal opportunities

(See also Equal Opportunities Policy)

4.1 Ensuring equality of opportunity does not mean that all learners are treated the same. At Brompton and Sawdon Primary School, in accordance with the Learner's Act 1989, children are considered as individuals with particular needs and potentialities. Each child is given encouragement and the opportunity to develop their full potential in PE, with appropriate support provided as necessary, whatever their gender, race, religious belief, cultural background or disability.

4.2 The school also provides all students with an equal amount of access to PE resources; we provide PE equipment during lunch and break times, and after-school clubs for children who wish to develop their skill and interest in a range of sports and physical activities.

5 Special Educational Needs

(See also Policy for Special Educational Needs)

5.1 It is important that learners should work at an appropriate level of difficulty across the curriculum. It is the responsibility of the class teacher to monitor and assess the ability and level of understanding of individual children regarding PE, and to cater for their needs. Advice and support can be sought from the PE Curriculum Leader, SENCo or headteacher.

5.2 Learners of gifted ability in PE need to be appropriately challenged in order to extend their knowledge and understanding and maintain motivation. Differentiated work and enrichment opportunities will be planned for those children by the class teacher and monitored by the PE Curriculum Leader.

5.3 PE is also used to support pupils with other special educational needs following advice from external support agencies. ▾

6 Assessment, recording and reporting

6.1 Learners are formatively assessed continuously in PE by teachers in the course of their teaching, through observation, questioning and analysis of work. It is the responsibility of the class teacher to assess the progress of individual learners. This involves identifying each child's progress, determining what each child has learned and what, therefore, should be the next stage in his/her learning, so informing future planning.

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- 6.2 Class teachers use assessment grids to make summative assessment of the class, groups of children and individual children.
- 6.3 Feedback to pupils is through discussion about their work and the marking of work. It is important that learners are involved in the assessment of their work as this helps them to understand their own strengths, needs and future targets for development. We encourage children to make judgements about how they can improve their own and their peers' work.
- 6.4 Pupils' achievements in P.E. are recognised and celebrated through:
- Display of learners' work in classrooms and public areas
 - Showing work to the class, other classes, and to the whole school in assemblies and to the headteacher
 - The award of individual 'Dojos'

7 Resources

- 7.1 There is a range of resources to support the teaching of PE across the school. We keep separate bags of equipment for most physical activities and sports in a PE store shed at the side of the school grounds. The attic above Class 1 contains a range of other equipment that are used less frequently. Class teachers may access this store before and after school; this eliminates disruption to Class 1's lessons. There is also other equipment stored at other locations used for PE sessions, including the Village Hall and Brompton Hall School. Ryedale Leisure Centre also provide and maintain equipment for swimming sessions.
- 7.2 It is class teachers' responsibility to maintain the safe and organised storage of the school's equipment before, during and after PE activities.
- 7.3 It is also class teachers' responsibility to report any damaged/defective equipment to the PE coordinator and remove it from use.
- 7.4 Children at Brompton & Sawdon are expected to help transport, setup and put away equipment as part of their PE sessions. Class teachers should ensure that children are properly taught to handle/carry equipment safely.
- 7.5 It is the PE coordinator's responsibility to inventory and order equipment. Class teachers will be informed periodically of the equipment available to them. In turn, class teachers should suggest where PE resources are lacking.

8 Health & Safety

- 8.1 The health and safety of students and staff should underpin all PE activities. 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 suitable and weather-appropriate clothing for each activity. Teachers should look to set a good example by wearing appropriate clothing when teaching PE.
- 8.2 Teachers should not allow children to participate in PE activities wearing unsuitable clothing and footwear. They may seek to use some of the school kit, if appropriate.
- 8.3 Jewellery should not be worn during PE activities. Hair longer than shoulder length should be tied back.
- 8.4 Class teachers should establish a standard protocol if an accident occurs, for example the use of a single whistle to stop all participants during an activity.
- 8.5 First aid kits should be carried to every PE session along with a mobile phone and walkie-talkie. Children's personal medicines should also be carried if needed during exercise, for example inhalers.
- 8.6 Students must not participate if injured. Class teachers must take reasonable steps to verify the physical condition of their groups, for example asking students if they have any existing injuries prior to the session or noticing students that are physically struggling with normal bodily movements.
- 8.7 Non-participants should, if they are physically capable, attend PE sessions to make observations and provide peer feedback.

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8.8 PE sessions should include warmup and cool down activities that include a variety of pulse-raising exercises, as well as a range of dynamic and static muscle stretches. Class teachers should enquire with the PE coordinator if they are unsure as to what constitutes an effective warmup and cool down.

9 The role of the physical education subject leader

9.1 The PE Subject Leader is responsible for:

- Co-ordinating all aspects of PE and PE provision for learners throughout the school
- Developing the PE Policy, in consultation with teachers, the headteacher and the Governing Body
- Modelling good practice in the teaching of PE
- Advising and supporting teachers and support staff in relation to PE, including contributing to in-service training.
- Monitoring PE, in conjunction with the headteacher, through discussion with staff, by checking the Medium Term Planning of individual teachers to ensure coverage and progression, and through analysis of learners' work.
- Purchasing and the organisation of PE resources.
- Keeping up-to-date with developments in PE teaching and learning, and disseminating information to colleagues as appropriate.
- Completing an annual review of PE for the School Development Plan.
- Maintaining an organised PE Curriculum Leader file.

10 Extra-Curricular Activities

10.1 The school provides a range of PE-related activities including netball, football, rugby and dance for children during a weekly sports club. 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.

10.2 The school also plays regular fixtures against other local schools and participates in area knockout competitions. 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/clubs. These opportunities foster a sense of team spirit and co-operation amongst our children. All children, regardless of ability, have the opportunity to take part in these inter-school activities.

11 Conclusion

11.1 At Brompton and Sawdon Primary School we understand that we have a crucial role in the physical development and fitness of our students. We understand that we need to promote positive attitudes towards exercise and leading a healthy life. We aim to fulfil our role by providing a balanced PE curriculum that allows children to develop fundamental movement skills before selecting and applying them in physical activity. Although it is an aspiration that all our students can participate in competitive activities, we will not 'run before we can walk'; we will not sacrifice the acquisition of a skills for the sake of entering competition.

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This policy was adopted by the Governing Body on:

Next Review:

Signed:

Date of Governors' Meeting:

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