

## **Physical Education (PE) Physical Activity Policy**

### **1 Aims and objectives**

**1.1** 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. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical 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 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;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

### **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 both 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.

### 3 PE curriculum planning

**3.1** PE is a foundation subject in the National Curriculum. Our school uses the LA scheme of work as the basis for its curriculum planning in PE. This has adapted the national scheme to the local circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. Outdoor and adventure activities are taught on residential visits; these are currently available for Y5 and Y6 pupils at The Venture Centre in the Isle of Man. Swimming activities and water safety are in the summer term in Key Stage 2 at Hornby Swimming Pool.

**3.2** The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term).

### 4 The Foundation Stage

**4.1** We encourage the physical development of our children in the Foundation Stage as an integral part of their work. 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

We use a cross-curricular approach to the teaching of PE wherever possible.

### 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 Education Plans (IEPs), especially for those pupils with social and behavioural difficulties.

### 7 Assessment and recording

**7.1** Teachers assess children's work in PE by making assessments as they observe them working during lessons.

### 8 Resources

There is a developing range of resources to support the teaching of PE across the school. The hall contains 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 children have lots of opportunities for Interschool competitions with the Lune Valley Cluster. This is a group of small schools who take it in turns to host sporting events.

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 policy of the governing body is that no jewellery is to be worn for any physical activity.

10 Monitoring and review

**10.1** 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.

### **Physical Activity**

Our school environment is perfect to encourage physical activity with:

- a school field
- large playground
- activity trail
- running track
- garden area
- early years outdoor play area.
- orienteering trail
- forest school area

We also take part in school visits to encourage activity eg Y5/6 Venture centre visit to the Isle of Man.

We acknowledge that physical activity has positive benefits for mental health and use our sport premium to promote physical and mental health and opportunities for all our pupils.

11 Extra-curricular activities

**11.1** The school provides a range of PE-related activities after school. These encourage children to further develop their skills in a range of the activity areas.

## **Tatham Fells CE (VC) Primary School**

### **Physical Education Policy**

Signed (Headteacher):Fiona Ip

Signed (On behalf of the Governing Body):Helen Wilkinson

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