



Diocese of Norwich
Education and
Academies Trust

Cawston Church of England Primary Academy

Physical Education (PE) Policy

Policy Type:	School Policy
Approved By:	Local Governing Body
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Person Responsible:	PE Subject Leader

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This Policy should be read with regard to our Equality Duties. Equality is based on the idea of fairness whilst recognising that everyone is different, and diversity is about the ways in which people differ and about recognising that differences are a natural part of society. Cawston C of E Primary Academy expects that all staff and volunteers who come into contact with children and young people treat them as individuals and make them feel respected and valued as an essential part of our commitment to safeguarding children.

This policy develops procedures and good practice within Cawston C of E Primary Academy, to ensure that each person and agency can demonstrate that there is an understanding of the duty to safeguard and promote the welfare of children and young people, including those who are vulnerable. It provides evidence of how this will be implemented within our school and within multi-agency working arrangements.

This policy should be read with the Safety in PE Policy; any accidents are recorded according to Local Authority policy.

1 Aims and objectives

1.1 Physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum provides for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, coupled with varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks pupils will enjoy success and be motivated to further develop their individual potential. Activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

1.2 The School's aims for Physical Education are:

To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.

To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.

To improve observation skills and the ability to describe and make simple judgments on their own and others work, and to use their observations and judgments to improve performance.

To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.

To develop the ability to work independently, and communicate with and respond positively towards others.

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To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being [*applying safety principles*].

To promote and encourage the importance of a healthy balanced diet and lifestyle.

2 Teaching and learning

2.1 Children are presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They learn how to think in different ways to suit the different challenges. They are given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment is used to inform planning and promote greater learning. The structure of the scheme of work promotes teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

2.2 Differentiation

Physical education in the school complies with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice.

2.3 Equal Opportunities: Every pupil has equal access to National Curriculum Physical Education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

3 PE curriculum planning

3.1 The scheme of work is centrally planned by the PE Subject Leader. Curriculum requirements are implemented through progressive and balanced long term planning. Long term planning highlights the National Curriculum objectives to be covered, the area of learning which is to be used to facilitate these objectives and suggested resources to be used to support short term planning. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

3.2 At key stage 2, swimming is taught by the Swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher. The long term plan also identifies termly intra-school competition opportunities.

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4 The 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 Early Years Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the EYFS Profile, which underpin the curriculum planning for children up 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 Entitlement

All Key Stages received at least:

Foundation Stage:	2 sessions per week.
KS1	2 x 1 hour per week
KS2	2 x 1 hour per week

6 SMSC

- 6.1 Our pupils take part in a range of different physical activities, allowing them to work as a team, both amongst their peer group and by helping younger peers in house events (social).
- 6.2 The range of activities offered at Cawston C of E Primary Academy crosses many cultural boundaries and the learning of, and adhering to, the associated rules leads to a strong sense of cultural identity (cultural).
- 6.3 There is a strong ethic in school sports of pupils being honest and displaying a sense of 'fair play' (moral).
- 6.4 All pupils are encouraged to regularly reflect on their learning and adapt performances to develop. Our pupils also experience a range of emotions through the awe and wonder of taking part in competitive sport (spiritual).

7 Learning Outside the Classroom

This subject mainly takes place outside of a classroom but has additional opportunities of team games and team building exercises being taught at other times. Visits and residential provide opportunities for enrichment of this curriculum subject.

8 Assessment and recording

Teachers assess children's work in P.E by making assessments as they observe them working during lessons. The assessment format follows the school Tracker. Pupils' progress will be monitored by the individual class teacher and the subject leader. Pupils are taught and encouraged to evaluate and assess their own performances aided by the use of digital photography and video clips. In accordance with the school's policy

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parents will receive a written report on all aspects of a pupil's school work at the end of the summer term. This includes PE and indicates to the parents the range of activities covered and areas of personal strength and weakness. It also indicates to the parents whether the individual is working in line with, above or below national expectations.

9 Resources

There are a wide range of resources to support the teaching of Physical Education across the school. Indoor equipment is stored in the P.E cupboard and outdoor equipment is stored in the PE shed. The hall contains a range of large apparatus which the children are expected to set up and put away as part of their work. Guidance about teaching points specific to areas of learning can be found in the staffroom along with all other written resources. A full list of equipment can be located in the subject leader's folder.

10 Uniform

The governing body expects teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity. Recently pierced ears must be taped by parents (not school staff) for safety. T-shirts should be tucked in and feet should be bare for dance and gymnastics. Long hair should be tied back for PE. Any accidents are recorded.

CLOTHING

Because of the vigorous nature of PE children change out of their everyday clothing into their PE kit. This consists of:-

INDOOR (dance and gym): Shorts and T shirt and bare feet or plimsolls or light trainers

OUTDOOR (games): Shorts and T shirt and a sweatshirt or tracksuit for cold weather. Trainers and appropriate footwear for football/hockey.

11 Monitoring and review

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 the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The P.E. subject leader evaluates the strengths and weaknesses in the subject and identifies areas for improvement.

12 Out of school Hours Learning (OSHL)

The school offers a wide range of after school activities. These are open to any pupil in the relevant year group. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible.

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The school sends details of the current club activities to parents at the beginning of each term. The school seeks to arrange fixtures that allow children to play against other local schools. This introduces a competitive element and allows children to put into practice the skills that they have been developing. These opportunities foster a sense of team spirit and co-operation amongst the children.

Cawston Primary Academy offers a range of sports and clubs to promote physical activity and a healthy lifestyle. Examples of clubs offered at Cawston C of E Primary Academy:

Dance	Football	Swimming
Netball	Rugby	Yoga
Multi Skills	Cricket	Hockey
Rounders	Table Tennis	
Tri Golf	Dodgeball	

12.1 Playground Activity

All pupils are encouraged to participate in a variety of games and skills at playtimes. We provide a stimulating range of equipment and apparatus. Active Pupil Sport Leaders are trained to lead and provide lunchtime games and look after the relevant equipment.

12.2 Pupils are encouraged to walk or cycle to school and views of pupils were sought in our School Travel Plan.

12.3 We are members of the Schools' Sports Partnership and Youth Sport Trust.

13 Loss of teaching time/space

Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as is practical.