

# HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

## PHYSICAL EDUCATION POLICY

### **Rationale**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### **Aims**

Children will:

- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

### **Key Stage 1**

Children will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## **Key Stage 2**

Children will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## **Safety Procedures**

- There is a telephone in the Hall that is for emergencies only; **dial 21** for the Office. Teachers should take a mobile phone when doing P.E. activities on the Recreation Ground.
- If an accident happens, phone the school office for assistance.
- If an accident happens at the swimming pool, follow the pool procedures and inform the school.
- First Aid kit and inhalers should be taken to all P.E. and games sessions that take place off the school premises..
- Any pupil unable to participate in P.E. must stay with his/her class.

## **Swimming and water safety**

We will provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils will be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres

- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

### **PE and Inclusion**

At our school we teach PE to all children, whatever their ability and individual needs. 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).

### **Role of the Coordinator**

- To demonstrate good practice in the teaching of PE.
- To support colleagues.
- To monitor the teaching of PE in the school by:
  - ✓ lesson observations,
  - ✓ annual work scrutiny
  - ✓ talking with children and staff,
  - ✓ gathering annotated samples of children's work
- To hold staff meetings to discuss relevant matters.
- To refine/re-develop the SOW as necessary.
- To share information and audit training needs of staff.
- To make a yearly Action Plan to focus on specific and identified areas needing development.
- To ensure that resources and equipment are readily available and centrally stored.

### **Monitoring and Review**

The governing body will monitor the implementation of this policy and review the policy every two years.

G Griffith

September 2018

Review Date: September 2020