



Physical Education (PE) & Wellbeing Policy

(Biennial Review)

GOVERNORS' STANDARDS & CURRICULUM COMMITTEE

Date next due for review by committee	Reviewed by committee	Any Changes YES/NO	Approved by Committee
	18 November 2020	Updated policy	18 November 2020
September 2022	3 October 2022	Updated	3 October 2022
September 2024			

Helmdon Primary School

Physical Education (PE) & Wellbeing Policy

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 and applying 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 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 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;
 - providing specialist support (eg. authorisation for absence, external coaching, club signposting) where individual children have particular gifts or talents.

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, understanding and fundamental movement skills of agility, balance and coordination, and we do this through a mixture of whole-class teaching and individual or group activities planned towards the children's needs and abilities. 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. The facilities available at Helmdon include use of the school hall, top playground and school field. In addition, we have a Mile Track and each class use this every day. The number of laps expected is tailored to match the age of each class. The children also have access to the track at break and lunch times.
- 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 80 m sprint);
 - setting tasks of increasing difficulty, where not all children complete all tasks
 - 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 Real PE scheme of work as the basis for its curriculum planning in PE. As required, we also teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. In addition to taking part in school-based orienteering activities within PE lessons, the children in Key Stage 2 obtain experience of outdoor adventure activities when they attend residential trips, as the facilities at these establishments will ensure a varied experience. Swimming and water safety is taught to all children in Years 3 and 4, and the non-swimmers attend all sessions possible to give them the best possible chance of obtaining this skill. Children in Year 5 who have not yet achieved the National Curriculum swimming requirements, are given the opportunity to continue with swimming lessons.
- 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 covered in each term during the key stage. All classes in the school follow the Real PE scheme of work recommended by Northamptonshire Sport and staff have attended training courses for this scheme. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader has access to all of the schemes. Additionally, a PE specialist and the PE subject leader teaches Games to all classes each week. These lessons are mapped to both the competitive calendar and the Real PE scheme of work; fundamental movement skills are practised and applied to real sport contexts. The school utilises external coaching to provide children with new experiences and to up-skill staff.
- 3.4 Class teachers follow Real PE planning resources for each PE lesson and amend it to suit the needs of their class. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught.
- 3.5 The lessons are planned so that the PE activities 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 Foundation Stage

- 4.1 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, control of 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.

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 Mathematics

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.

5.3 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.

5.4 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 Computing

6.1 Computing can enhance the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children may make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performances from recordings, and use these to improve the quality of their own work.

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.

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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.

7.3 Children on the SEN register may have an Action Plan which could 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. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the outdoor PE shed, and this is accessible to children only under adult supervision. The hall contains a range of large wall apparatus and the hall shed is used to store a range of PE equipment also for use in indoor PE lessons. We expect the children to help to set up and put away this equipment as part of their work and they learn to handle equipment safely. The children use the school field for games and athletics activities, and the local swimming pool for swimming lessons.

9 Health and safety

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.

10 Extra-curricular activities

The school provides a range of PE-related activities for children, either during or at the end of the school day. These encourage children to further develop their skills in a range of activity areas. The school shares details of the current club activities to parents and carers via the website. The school also plays regular fixtures against other local schools organised by the School Sports Co-ordinator (SSCo). We are part of the Magdalen Family of schools and the PE Subject Leader meets with the SSSCo and subject leaders from other primary schools within the Magdalen family to ensure tournaments and fixtures are organised. 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. These opportunities foster a sense of team spirit and cooperation amongst our children.

11 Monitoring and review

11.1 The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;
- uses specially allocated regular management time to review evidence of the children's work, and to observe PE lessons across the school.

11.2 The quality of teaching and learning in PE is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.