

Physical Education



Rudston Primary School

Physical Education
Date: October 2022

Subject Lead: Mrs H McElhinney

This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.

Approved By Governors:
Review: October 2024

Our Mission Statement:

To develop a love of learning,
enabling all children to reach their full
potential.

* Respect * Resilience *
* Responsibility * Enjoyment *
* Challenge *

Safeguarding Statement:

“Rudston Primary School is
committed to safeguarding and
promoting the welfare of children and
young people and expects all staff
and volunteers to share this
commitment.”

Physical Education Policy

2022

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Physical Education Policy

Introduction

This document deals with the teaching of Physical Education in relation to the National Curriculum 2014 Programmes of Study. It has been written after consultation with colleagues throughout the school.

1. Curriculum Statement

1.1. Intent

At Rudston Primary we are fully committed to providing a P.E. curriculum that provides pupils with the opportunity to become physically competent, to work within a team and to learn about healthy lifestyles.

Through our P.E. curriculum we aim for pupils to enjoy sessions whilst still challenging themselves to be the best they can be. At Rudston we will provide a broad variety of activities with links to the wider community offer, to help promote active lifestyles and encourage participation for life. Children will be encouraged to be active to the best of their ability with children who show talent and aptitude fully supported in pursuing their chosen sport to an advanced level.

Children will leave Rudston with the appreciation of the importance of a healthy lifestyle and with the embedded values such as fairness and respect which are developed from opportunities to participate in physical activity.

1.2. Implementation

In order to deliver our curriculum in Physical Education, we do the following:

Provide challenging and enjoyable learning through a range of sporting activities including; games, gymnastics, dance, swimming and outdoor & adventure.

The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.

Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities.

Physical Education

Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills.

All KS2 children take part in Liverpool School Swimming Programme.

1.3. Impact

To fulfil our vision by inspiring a generation, at Rudston we motivate children to participate in a variety of sports which are engaging and fun. We inspire children to instinctively utilise skills and knowledge acquired during PE lessons, encouraging them to take responsibility for their own health and fitness thus developing a love of sport leading to a happy and healthy life.

2. Curriculum Planning

PE is a foundation subject in the National Curriculum. Our school uses the national curriculum document as the basis for its curriculum planning in PE. We have adapted the national curriculum 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, gymnastics, swimming and water safety, athletics and outdoor and adventure activities.

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. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which mainly come from Val Sabin schemes, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Class teachers use a daily plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the PE activities so that they 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 planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

3. Differentiation and Equal Opportunities

In line with our school's SEND & Inclusion Policy, all pupils irrespective of race, gender and disability, should be allowed to achieve the level of success and self-esteem they deserve. Equal opportunity will be reflected in tasks, outcomes and grouping situations, allowing each child to progress at their own level. Teacher and peer support will enable all children to reach their potential.

4. Assessment

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement based on age related expectations. They record this information on O'Track and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

5. Cross Curricular Links

English

PE contributes to the teaching of English in our school by encouraging children to describe what they and others have done and to discuss how they might improve their performance.

Computing

We use digital equipment to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

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.

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.

6. Co-ordination

Responsibility for the implementation of the Physical Education curriculum will be that of the P.E. coach and class teachers. The Physical Education lead will:

- Design and deliver the curriculum
- Order resources and equipment
- Conduct pupil voice sessions and feedback to teachers.

7. Policy Review

This policy was written by H McElhinney, in October 2022, and was reviewed by the governors on

The policy will be reviewed by October 2024.