Whitminster Endowed C of E Primary School

Physical Education Policy

Agreed by Curriculum Committee: Summer Term 25
Review Date: Summer Term 2 2027

School Ethos

Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils. Each child is recognised as an individual and encouraged to develop his or her varying talents, interests and potential. We aim to provide an ethos in which pupils can learn and be happy, providing them with a firm and lasting foundation of knowledge and values to serve them as they grow up and take their place in society.

Rationale
We believe that PE is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in:
· Games
· Gymnastics
· Dance
· Athletics
· Outdoor Activities
· Swimming

Policy Development
This policy was developed following consultation with the Headteacher, staff and other subject leaders.

INTENT STATEMENT

The intent of our PE curriculum is to provide all children with high quality PE and sport provision, offering a wide variety of experiences which incorporate all areas of the NC. It is our vision for every pupil to enjoy participating in sporting activities, building on current skills and abilities and achieving their potential. We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills such as resilience, fair play and respect. We want our pupils to develop an enjoyment for sport which will be carried on throughout life and promote a healthy, happy lifestyle.

Equal Opportunities
We believe that all children, irrespective of physical ability, race, gender, creed or stage of achievement have the right to reach their full potential in PE and achieve enjoyment, satisfaction and success at their own level. All children will be encouraged to develop:

· control, coordination and mobility – linked to Health Education
· skill and confidence in range of physical activities;
· an awareness of physical capabilities of the body – linked to Science
· co-operative and teamwork skills – linked to PHSE

National curriculum for PE

Purpose of study

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

The national curriculum for physical education aims to ensure that all pupils:

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

Subject Content

EYFS curriculum

Physical development is divided into two areas: Gross motor and fine motor skills.

Key stage 1

Pupils should 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 should 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

Pupils should 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.
In particular, pupils should 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.

Coordination

The role of the PE subject leaders is to:
1) Take the lead in policy development
2) Take responsibility for the purchase and organisation of central resources for PE
3) Give support to colleagues where appropriate
4) Keep up to date with development in PE through attending relevant training days
5) Organise the annual sports day for the whole school.
6) Attend Cluster sports meetings and be responsible for organising cluster sport events.
7) Monitor PE assessment and progress across the whole school.

Organisation
Each class has two timetabled sessions per week. One session is taught using the Real PE scheme, which focuses on developing and extending foundation skills, through agility, balance and co-ordination and looks at the whole child incorporating achievements in: personal, cognitive, social, physical and creative areas.
The second session is used to enhance real PE skills through competitive activities or developing other areas, including dance, gymnastics, orienteering or swimming.

Additionally:
- Swimming: all year 5 and 6 children have regular lessons during the Summer Term.
- Outdoor and adventurous activities: Yr 5/6 every other year.

Clubs
The school runs various clubs for both KS1 and KS2 (for example. netball, football, athletics, multi-skills, tennis and cricket)

Assessment
It is crucial to monitor each child's progress, formative assessment is used to determine what each child has learned and what therefore should be the next stage in their learning.
Suitable tasks for assessment include:
- Practical tasks directly observed by the teacher.
- Small group discussions related to a practical task.
- Self and peer assessment.
- Use of Real PE coloured challenges to demonstrate and assess children skills in agility, balance and co-ordination.
- Children's achievements and progress is recorded online on Insight tracking.
- A record of children's progress in PE is annually given to parents, this can be written or verbally in parent's meeting.

Reporting in PE will focus on a child's
· agility, balance and co-ordination.
· skill and confidence in a range of physical activities.
· awareness of the physical capabilities of the body
· co-operation, teamwork, coaching and supporting others.

IMPACT

Our aim is for pupils to become physically confident and perform fundamental skills across a wide range of sports and physical activities. Pupils will have the opportunities to participate in competitions both within school and against other schools and will have access to a wide range of after school sports clubs, in which they can demonstrate and embed values. They will develop a confidence, interest and enjoyment to take part in exercise, sports and physical activities outside of school and throughout life and therefore maintain positive health and wellbeing.

An annual report of our PE and Sports Premium is published on the school website
We publish details of how we spend our PE and sport premium funding:
- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- the impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future

Health and Safety issues relating to PE
1) Good discipline
2) Correct handling of apparatus
3) Correct clothing and orderly changing
4) Constant awareness on the part of teachers

Clothing: all children should be wearing suitable clothes and footwear for PE.

Safety checklist
Before you start:
- Are the pupils suitably dressed? - *barefoot for dance and gym*
  trainers/daps for games and athletics

- Have you the teacher changed into suitable footwear and appropriate clothing?
- Have you collected dangerous articles e.g. watches, earrings?
- Have you checked long hair is tied back?
- Always make sure that any obstructions are out of the way when you are there.
- Does a signal immediately produce **Stop, Look, Listen?**
- Do the children handle equipment with care?

Placement
Outdoors during transfer to and from the swimming pool and sports fields, are the children aware of the need for safety?
Swimming is an enjoyable but potentially hazardous activity. Good control and knowledge of safety procedures is essential.

Indoors are you keeping clear of all usual obstructions? Mats should be placed where it is expected that pupils will need to cushion deliberate landings but should not be placed around indiscriminately only place a mat where you want the children to land! Mats should not be placed under the climbing frame.

Health and Safety
If any child is unfit to take part in any PE activity, the teacher must have had verbal instruction or a letter from their parent/carer which explains the situation.
In case of an accident, correct procedures must be followed.
Apparatus is checked annually by the local authority to ensure safety in PE.

Links with other agencies enrich the PE curriculum
These include:
¨ participation in local sports cluster events.
¨ visits and liaison with outdoor education centres and agencies;

Staff Training
Staff will be encouraged to attend courses and review resources. The PE Subject Leader will have access to specific training to support and develop their role.

Dissemination
All staff and governors will receive a copy of this policy. A short summary will be included in the school prospectus. The policy and schemes of work will be available on request through the Headteacher.

Reviewing the Policy
This policy will be reviewed bi-annually by the PE Subject Leader and changes made to ensure that the Policy is relevant and up to date.