



Lympstone C of E Primary School PE Policy

‘Let all that you do be done in love’

1 Corinthians 16:14

Vision Statement

“Let all that you do be done in love.” (1 Corinthians 16:14)

‘In doing this we aim to enable each child to flourish by celebrating their individual strengths so that their greatness is not overlooked. This creates a sense of dignity, respect and love for themselves, which they can then recognise and celebrate in others within the community and the world.

PE Policy Statement

This policy is intended to provide clear guidance for the delivery of the PE curriculum Through-out the school and over the three stages: Foundation, Key Stage One and Key Stage Two. It aims to reflect the needs of the children within the school as expressed in the aims of the school and as set out in National Curriculum. It is intended that this policy will provide a corporate statement of purpose, ensure that each and every child’s entitlement to PE experiences is realised and provide a clear basis from which to plan programmes of work.

Aims (progression of skills)

The broad aims of Physical education are set out within Primary National Curriculum 2014. The purpose of Physical Education in our school is to promote and provide opportunities to engage in Physical Education. By providing a wide variety of opportunities both in school and off site, our pupils will become healthy, confident through raising self-esteem and active young people ready for the next stage of their lives. We strive to give children the opportunity to compete internally, and with other schools to instill values of determination, respect, friendship, courage, equality and inspiration.

The aims of Physical Education at Lympstone Church of England Primary – Inspiring, Believing, Achieving:

- We aim to inspire and engage children’s interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community.
- We aim to foster children’s interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.
- We aim to promote our Christian values through sports and positively encourage children to share, respect, support, trust and work together.

- 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 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 as a team player, taking the lead and learning to work collaboratively with others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

Curriculum

The School is committed to delivering a broad and balanced physical education by providing range of activities and opportunities for our children.

The areas of activity for **Key Stage 1** are:

Games

- Simple, competitive games, as individuals, pairs and small groups
- To develop and practise the skills of competitive games, including a variety of ways of sending (throwing, striking, rolling and bouncing), receiving and travelling with a ball, and other simple games equipment
- Elements of games play that include running, chasing, dodging, avoiding and awareness of space and other players.

Gymnastics

- Different ways of travelling on hands and feet, turning, rolling, jumping, balancing, swinging and climbing, both on floor and apparatus
- Link series of actions both on the floor and using apparatus, and how to repeat them

Dance

- Control, co-ordinate, balance, poise and elevation in basic actions of travelling, jumping, turning, gesture and stillness
- Perform movement or patterns including some existing dance traditions
- To explore moods and feelings, develop response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and level.

Areas of activity for **Key Stage 2** are:

Games

- Small sided versions i.e. invasion games – football, hockey, rugby, netball
- Common skills and principles needed: striking/fielding - cricket, rounders net - short tennis and basketball,
- To improve the skills of sending, receiving, striking and travelling with a ball

Gymnastics

- Different means of travelling on hands and feet and how to adapt, practise and refine these actions on floor and apparatus
- Emphasise change of shape, speed and direction
- Practise, refine, repeat increasingly complex sequences

Dance

- Compose, control, vary level, speed, continuity, size and shape
- Traditional British and multi-cultural dances
- Dance forms from different times and places
- Express feelings, moods and ideas and respond to music and create simple characters and narrative

Athletics

- Refine techniques in running, throwing and jumping using a variety of equipment
- Measure, compare and improve performance

Outdoor and Adventurous Activities

- Perform activities in different environments
- Problem solving
- Receive skill instruction for activity

Swimming (Years 3 / 4)

- Swim 25m unaided
- Develop confidence in water
- Principles of safety and survival

The coverage for all areas of activity for each class are set out in a curriculum map.

Physical education is taught twice weekly in each class to ensure that curriculum entitlement is met. To supplement this, we have additional PE focus days, trips, events and visitors.

The use of the resource *REAL PE* and Devon PEDPASS PE scheme of work particularly supports the development of the theological perspective.

Each class has protected time and use of the Village hall, Candy's field and the school playgrounds.

Teaching PE

Physical education is taught twice weekly by teachers within their own classes using two different formats:

'Real PE' is a scheme of work by Create Development which encourages a broad, balanced, child-centred approach to P.E. and Sport. 'Real PE' praises behaviour not skill, passing the responsibility of the lesson to the learner. The 'Real PE' scheme is used throughout the school for one lesson a week (one hour).

For the other hour of the children's weekly PE we use DEVON PEDPASS PE Scheme of work.

This is complemented by agency PE professionals who provide PE to the children with an additional 1-hour's PE on a rolling programme every six weeks for 3 weeks.

In these planned sessions the range of activities for children in Physical Education will by necessity require a variety of teaching styles. A rich scope of proven, appropriate methods will be skillfully employed by the teacher to maximise the possibilities for the children in our care. Safety, participation, challenge, creativity, spontaneity, sensitivity, persistence, fun and enjoyment are all key features that are customarily contained within the repertoire of the caring, responsible teacher.

Throughout the key stages, pupils will be taught with an emphasis on the following 4 strands:

- Acquiring and developing skills
- Selecting and applying skills
- Knowledge and understanding of fitness and health
- Evaluating and improving performance

Key stage 1 also use Leap in life as a teaching resource which allows for shorter more frequent sessions focusing on functional movement, hand eye co-ordination, and aesthetic movement. Often children will not change for these sessions.

Ultimately the quality of teaching is assessed by its impact upon learning and progress attained

Safe Practice

All teachers should make read the health and safety arrangements for the areas of activity that they are teaching. This school follows the '**Safe Practice in Physical Education and School Sport 2016**' that includes lesson management, jewellery, clothing and changing procedures. A copy of this is kept in the staff room and is an essential read for staff teaching PE in the interests of planning and delivering high quality, safe lessons. It is the responsibility of the PE subject leader to ensure that staff are periodically notified of any important updates regarding subject specific health and safety guidance.

Accident procedures: Teachers should deal with situations using professional judgement. In more serious cases the trained first aider will be sent for by a responsible child. All accidents should be recorded in the accident book in the office.

Any damage, breakage or loss of resources should be reported to the PE Subject Leader and site manager as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Furthermore:

- Children will be taught to lift, carry and replace equipment safely.
- All equipment will be checked by the teacher before use.
- When working outdoors teachers will establish certain boundaries.
- All children change into appropriate clothing for all PE and games lessons as shown in the schools uniform requirements – PE.

Assessment

Assessment assists pupils to:

- Improve their performance
- Diagnose their strengths and weaknesses
- Match their individual work with their capabilities
- Receive feedback on their achievements
- Develop self-pride and confidence

Teachers assess children through observations during the lesson. Children are given clear learning objectives to allow opportunities for self-assessment within lessons. Teachers use their assessments to ensure lessons are progressive, inclusive and meet the learner's needs.

Pupils are assessed using age-related expectations. This is done in a variety of ways e.g. through written activities, role play, art work, discussions. Progress is tracked through day-to-day teaching which allows pupils to access activities that allow children to reach their potential.

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan future work.

In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

Monitoring & Evaluation

The coordinator and Head teacher monitor Physical Education and standards through observation, looking at work, talking to children and reviewing the curriculum with staff.

The coordinator is responsible for PE self-assessment process. In addition, the governing body monitor the role of PE and therefore contribution to the Christian ethos of the school.

Role of the PE Leader

- To ensure that the PE policy is implemented and to keep up to date with reviews.
- To have oversight of the RE curriculum and keep up to date with local and national changes.
- To monitor, review and update resources.
- To monitor pupil progress and achievement.
- To maintain and build priorities set by the school.
- To develop links with the community.
- To coach, mentor and support teachers in developing their strengths in teaching RE, including planning, arranging and delivering CPD as appropriate.
- To liaise with parents to ensure all children receive their entitlement.

Entitlement and Inclusion - EAL, PP, SC, SEND, More Able

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

Fun fit is offered as a support intervention programme for some children.

All children are expected to wear the correct school PE kit and to have suitable footwear for activities.

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