



# Our approach to Physical Education

## Intent

Physical Education 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. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

### The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- 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 increase children's ability to use what they have learnt 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.
- to develop communication and speaking and listening skills.
- to provide children with a skillset which can be used and developed throughout their lives.

## Implementation

As required in Key Stage 1, we teach dance, games and gymnastics. In Key Stage 2 we teach dance, games and gymnastics, plus three other activities: swimming and water safety, athletics and outdoor and adventurous activities. Planning is informed by the Get Set 4 PE scheme but we have adapted this to meet the needs of our school community, which all teachers have been introduced to during a whole staff meeting. Planning is also informed by ongoing assessment (based around National Curriculum objectives) and in order to build upon the prior learning of the children.



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In all classes there are children of differing 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 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks and allowing children to set their own challenges to achieve a personal best, e.g. the long jump;
- 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.

## The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. 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 and control of the way they move, and the way they handle 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.

## Resources

There are a wide range of resources to support the teaching of PE across the school. They are stored safely in easily accessible containers in our PE cupboard. Children help to set up and put away this equipment as part of their work. If any resources are missing or found to be damaged, the P.E. co-ordinator should be informed as soon as possible so that such items can be repaired or replaced.

## Health and safety

The general teaching requirement for health and safety applies in 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 school PE kit is as follows: shorts and a tucked in t-shirt for indoor P.E. with optional pumps and a tracksuit, t-shirt and trainers for outdoor P.E. Staff should set a good example to children and ensure that they are wearing appropriate footwear at all times.

## Extra-curricular activities

As a healthy school we promote a wide range of activities for pupils of all ages. The school provides a range of PE-related activities including football, multi-sports, gymnastics, netball and dance for children at lunchtime and the end of the school day. These encourage children to further develop their skills in a range of



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the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates in area knockout competitions. 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 co-operation amongst our children. The whole school participates in the mile a day challenge around the playground at regular points during the day.

## **Contribution of PE to teaching in other curriculum areas**

**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. It also develops speaking and listening as children listen to and follow instructions and give feedback to peers.

**Maths:** PE also contributes to the teaching of Maths in our school by encouraging children to track and keep score of their activities.

**Computing:** We use ICT to support PE teaching when appropriate. E.g. in dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. We also record and evidence PE through the PE Passport and allow the pupils to review and analysis their performances.

**PSHE and citizenship:** Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Through friendly competition and team work, PE teaches respect, trust, mutual respect and tolerance.

**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. 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. The Karate sessions which are taught across both Key Stage 1 and 2 focus on the school's key values including "respect" and "perseverance".

## **Monitoring of Impact**

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching with the Headteacher/SLT in line with the school's monitoring cycle. This may be through lesson observations, work scrutiny, monitoring of assessments or pupil interviews.

The subject leader is also responsible for supporting colleagues in the teaching of PE, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

We allocate time for the vital task of visiting classes to observe teaching in the subject and to discuss PE with children and staff.