



Dishforth Primary School: P.E. Policy

We believe PE & Sport plays an important role in making our vision statement a reality for every pupil, with the potential to change young people's lives for the better.

Introduction.

At Dishforth, we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and wellbeing. We provide a broad and balanced Physical Education Curriculum which is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a range of movement situations.

Physical education encourages pupils to be active and supports them in their understanding of how to participate safely and effectively. Our PE curriculum is inclusive to ensure that pupils of all abilities access the range of activities on offer and that they are physically active for sustained periods of time in order to encourage them to lead healthy, active lives.

Aims and Objectives:

- To motivate to participate in and benefit from physical education and sport.
- To improve health and well-being.
- To promote active participation.
- To analyse and evaluate what they are doing in PE lessons.
- To gain self-confidence by joining in P.E. lessons and sporting events.
- To develop high self-esteem and high expectations within every child.
- To develop commitment to PE and make it a part of their lives.
- To gain an understanding of what they are trying to achieve in PE.
- To develop skills and techniques across a wide range of sports and activities.
- To experience a wide range of creative, competitive and challenging activities as an individual and as part of a team.
- To show a willingness to improve and achieve to the highest levels in relation to their own ability and potential.
- To develop suppleness, stamina, strength and speed to enable them to become lifelong participants in exercise and sport.

Links to other policies

This policy should be read in conjunction with these related policies; Health and Safety, Uniform, Behaviour, Safeguarding, Equality and Teaching and Learning. In addition to the policies, the Local Authority risk assessment for PE lessons must be adhered to.

PE Uniform

For indoor PE, all children require, black shorts, a plain white PE t-shirt and black elasticated pumps which should be kept in a small PE bag at school from Monday to Friday each week.

For outdoor games and after school clubs, children in Years 3 to 6 will also need trainers and may wear joggers if they prefer.

In accordance with health and safety advice, children should not wear jewellery or hooded tops in school or for PE. Plain stud earrings may be worn in pierced ears, but must be removed for all PE activities.

Teaching and Learning.

Progressive learning objectives, combined with varied teaching approaches endeavour to provide stimulating, enjoyable and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils all will succeed and show progress through the objectives laid out.

Key features of our P.E. curriculum:

Our PE curriculum aims to:

- Ensure that all pupils develop physical literacy and the fundamental knowledge, understanding and skills to excel in a wide range of physical activities, by providing a broad and balanced curriculum with opportunities for all.
- Contribute to healthy and active lifestyles.
- Improve emotional well-being.
- Reduce challenging behaviour.
- Increase attendance.
- Develop key skills such as leadership, confidence, social and team building skills.

A high quality PE curriculum can also inspire pupils to succeed and excel in competitive sport and other physically demanding activities. We will endeavour to provide opportunities for pupils to participate in competitive sports and activities both in and beyond the curriculum. This will mean that all pupils have the opportunity to participate in regular competitive sport.

PE will develop not only physical literacy and physical skills, but it will allow pupils to learn about themselves, the importance of a healthy, active lifestyle, self-expression and concepts such as fair play and respect. It will also contribute to the development of a range of important cognitive skills, such as decision making and analysis, and social skills such as teamwork and communication.

Organisation of teaching and learning

All children in school attend two, one hour P.E. lessons a week. Children in years 1,2,3,4 & 5 also have a course of swimming lessons each year to develop their water skills. The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation, team-work and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Over the course of the year, children will also have the opportunity to be taught by specialist P.E. leaders through a company called Sporting Start where the children will be taught a course of lessons where they will have the chance to develop their skills.

Structure of a lesson

During every P.E lesson, children will be shown how to warm up their bodies in preparation for exercise. The children will then be shown a demonstration of the skills they will be working on during the lesson and then they will have the opportunity to develop and apply their skills in individual and group situations. At the end of the lesson, the children will have a cool down and stretch session followed by the chance to evaluate their learning.

Resources

- Our school has a range of resources to support learning.
- Central resources are kept in the PE sheds on the field.
- Different environments - classrooms, outdoor learning spaces, the hall, playground and the field.

Our School also recognises the impact that the provision of a high quality PE and School sport curriculum has on the whole School and that it can lead to whole School improvements.

Assessment

In P.E. assessment is continuous. From the beginning of every lesson, teachers and teaching assistants will be assessing what their pupils are able to do. As a school we have a thorough progression of skills document, produced by the subject leader, which breaks the curriculum objectives into smaller targets by which each teacher can plan a scheme of lessons.

Foundation Stage

- Staff's ongoing observational assessments ascertain a baseline when each child begins EYFS which then informs subsequent teaching and learning for each child.
- Future attainment is noted using photographs and observational notes. Progress is recorded in each child's Learning Journey and the next steps to be taken are identified. Progress is monitored termly.
- Statutory assessments are made on exit of the EYFS.

KS1 and KS2

- In the weekly P.E. lessons, formative assessments are made where practitioners observe, question and evaluate lesson outcomes to further determine progress made and skills that need to be practised.
- Pre/ post assessments take place for each new unit of work.
- Progress is discussed at termly 'Pupil Progress Meetings' and focus children are indicated.
- Future attainment is noted using photographs and observational notes.

Equal Opportunities/Race Equality

We are committed to an environment that promotes equal opportunities for all children, regardless of their race/colour/gender and religion and any work undertaken reflects this commitment. Teachers will make an effort to learn some basic vocabulary in a child's native language for any child with English as an additional language who attends the school.

Teaching PE to children with special needs.

Our teaching of PE is fully inclusive and we make modifications where applicable to ensure all children, whatever their ability, take part as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Monitoring procedures

The Head teacher and P.E. subject leader play a central role in the monitoring and evaluation of the quality of teaching and learning of P.E. in the school.

The monitoring strategy:

Monitoring of subjects is undertaken according to the School's Development Plan (SDP). Please refer to the current SDP for the current cycle.

We are aware of the need to regularly review our policies to take account of the new initiatives, changes in curriculum or developments in technology.