



PE Policy

Article 29: Education should develop a child's personality or talents to the full.

Article 31: Children have the right to relax and play and join in a wide range of activities.

What is P.E.?

Physical Education (P.E) is the development of knowledge, skills and understanding of physical activity through a continuous process of planning, practise, exploring, performing and evaluating.

Aims and purposes of P.E

All children should be provided with opportunities and encouraged to:

- experience a wide range of physical activity;
- enable children to develop and explore physical skill with increasing control and coordination;
- develop confidence and competence in performing different skills;
- develop positive attitudes to physical activity;
- improve social and interpersonal skills;
- appreciate the efforts of others, as well as their own;
- respond positively to different challenges;
- persevere and make sustained efforts to develop and improve their own performance;
- pursue habits and interests that promote a healthy lifestyle;
- become increasingly aware of how physical activity affects the body.

Our Vision at PPJS

Every child will experience high quality teaching and learning through the PE curriculum: active, engaged, involved and challenged in their learning, showing a progression of skills and using and applying, as well as developing leadership qualities, coaching skills and social and interpersonal skills.

Every child should have the opportunity to experience a variety of sports and activities in and outside of the curriculum, also allowing children the chance to compete.

Children at PPJS will develop a lifelong enjoyment for sport and physical activity as well as an understanding of how to lead an active and healthy lifestyle.

Planning, Teaching and Assessment

P.E is taught in line with the Teaching and Learning Policy. PPJS children get a standard two hours of physical education a week. In some year groups the two hour provision includes swimming. The

school's long term planning and associated resources ensure continuity and progression following guidance from the National Curriculum 2014. Within a lesson, children are 95% active to ensure they are developing their fitness and skills.

We use a variety of teaching and learning styles in PE lessons, *'we expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life.'* Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to become assessment capable learners through evaluation of their own work as well as the work of others. Teachers provide a balance of challenge and support to ensure children are making progress throughout lessons. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. We encourage children to be activators of their own learning, to take responsibility for their achievements; to be involved in reviewing the way they learn and to reflect on how they learn – what helps them learn and to embrace challenge, being stuck and learning from mistakes.

Children build on their previous experiences through a broader P.E curriculum. They learn specific skills and refine and improve existing ones. Children learn and demonstrate the importance of teamwork in pairs and small groups, and are taught common skills and principles for playing games with increasing complexity. They are given opportunities to be creative in developing their own ideas.

Children will take part in competitive experiences and develop greater awareness over the importance of their efforts as well as winning. Children begin to sequence movements with greater complexity, and develop poise and control over their actions, including equipment and apparatus. They respond creatively to stimuli and improve compositional work, performance and content. They become confident at evaluating their own performances and others, and reflect on how they can refine and improve their skills. Children develop greater awareness of the importance of physical activity and the effect upon their own body.

Teachers assess children's learning in PE as they observe them 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 as to whether the child has met, exceeded or is working towards the expectations of each individual unit. As well as this, each child is assessed at the beginning of each year to track their progress over the year and to allow the teacher to cater to their needs in each unit. The teacher passes this information on to the next teacher at the end of each year so it can be continued.

Instantaneous assessment, in the form of verbal feedback during lessons, is an essential and integral part of P.E. The children can then work towards their next step without delay and recognise what they are doing well.

Extra-Curricular

All children are encouraged to take part in at least one extra-curricular activity. As a school, we provide a range of physical activities out of school hours to cater for varying interests. Some of these

clubs are run by school staff and some by coaches. Children are targeted for specific clubs if needed, for example if they are underachieving, disengaged or unfit/overweight. Sport Premium and/or Pupil Premium funding is used to fund some pupils who would otherwise not take part in extra curricular clubs or to fund their participation in Outdoor and Adventurous Activities off the school site as part of their National Curriculum entitlement.

Inclusion and Equal Opportunities

All children at PPJS are entitled to participate in the P.E. curriculum regardless of ethnicity, gender, religion and special educational need. We feel that it is essential that all children's efforts are valued and supported in a safe and secure environment. Where children have specific sensory and physical needs, adaptations to the curriculum may be necessary to ensure that children have every opportunity to succeed at their particular stage of development.

Resources

Children should have access to a range of well organised, clearly labelled resources to develop the ability to select the appropriate equipment for a task. Teachers will ensure that all resources are available when they are needed. Everyday resources will be stored and available from the PE store cupboard and returned after use. Teachers will notify the PE Leader of damaged resources. Children should be taught to select and use resources/equipment appropriately and independently. Teachers use a diverse range of resource material to cater for all the needs of the children.

PE Kit

The children change for PE into the agreed kit: black shorts, plain white t-shirt, trainers. If it is cold, the children may wear black jogging bottoms and a plain black jumper over their t-shirt. Children do not wear plimsolls for PE as they do not offer enough support. Long is tied back.

Jewellery should not be worn during PE and children are required to remove items such as earrings, necklaces, watches and rings. Religious jewellery should be removed or covered by clothing or a sweat band if this is not possible.

We expect the teachers to set a good example by wearing appropriate clothing, removing jewellery and tying long hair up when teaching PE.

Health and safety

All routine procedures relating to safe practice are agreed and will be consistently adhered to by all teachers and support staff.

It is essential that pupils are taught essential life skills to enable them to participate safely and confidently in physical activity. Pupils are expected to work in a safe manner and be aware of what this means.

All teachers will plan their work with the safety of pupils in mind. Senior Leaders will ensure that a risk assessment is taken of activities plan INSET for teachers if needed.

Evaluation

The policy will be reviewed in line with the school's review calendar.