



# Calow Church of England (V.C) Primary School

## Physical Education Policy

### Introduction

We believe that Physical Education is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in:

- Games
- Gymnastics
- Dance
- Athletics
- Outdoor Activities
- Swimming

P.E. contributes to the overall education of young people by providing challenges and fulfilment throughout life.

The School believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations.

A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. Physical education lessons are based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

Physical education aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. It is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with acquisition of motor skills and techniques.

### Aims

The aim of this policy is to clarify and inform all staff, parents, governors, visitors and pupils, how P.E. is taught at the school.

We aim that all children will:

- be physically active and find enjoyment in Physical activity.
- find a lasting sense of purpose, achievement and fulfilment in physical activity.
- develop physical skills, habits and interest that will promote a healthy lifestyle.
- develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour and the ability to cope with success and failure.
- learn how physical exercise affects the body.
- understand the need for safe practice in physical activities and know how to achieve this.
- foster an enjoyment, and positive attitude to, the subject in school.

All children will be encouraged to develop:

- control, co-ordination and mobility.
- skill and confidence in range of physical activities.
- an awareness of physical capabilities of the body.
- co-operative skills.

## **Definition of Physical Education and Content of the Curriculum**

P.E. is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in "P.E. the National Curriculum" where they are categorised into 6 areas of activity:

- games
- gymnastics
- dance
- athletic activities (Key Stage Two)
- outdoor and adventure activities (Key Stage Two)
- swimming (Key Stage Two)

Areas of Activity - see *appendix 1*

The Early Years Foundations Stage Framework covers seven areas of learning and development. One of three prime areas is Physical Development, which includes 'Moving and Handling' and 'Health and Self Care'. The children work through age related objectives, 22 – 36 months, 30 – 50 months, 40 – 60+ months and before working towards the Early Learning Goals.

## **Teaching and Learning**

Planning in P.E. is a process in which all teachers are involved in where termly and weekly lesson plans are drawn up by individual teachers and monitored by the Headteacher.

In planning, the following must be considered:

- warm up/cool down
- differentiation
- depth and breadth of work
- progression and continuity

Planning also includes opportunities for children to work with learning partners to ensure all children get the opportunity to think, discuss and express themselves fully throughout the lesson.

P.E. is the most firmly timetabled element of the curriculum because of the need to use hall/outside space/venues. P.E. is taught throughout the school year but not all areas of activity are covered each term. The curriculum in this subject has been organised to ensure that children in both key stages have access to all areas specified in the national curriculum and go beyond its statutory requirements. We attend an out of school swimming pool where the trained swimming instructor, teaches swimming to the children alongside the class teacher.

## **Resources**

Equipment is checked regularly and stock replenished as often as budget allows.

Teachers have access to equipment and literature, via the subject leader, and can always rely on getting advice when needed. We have a portakabin where outdoor equipment is stored.

Indoor P.E. equipment includes table tennis tables and gymnastic equipment.

## **Inclusion**

Calow Church of England (V.C.) Primary School is committed to ensuring that all children are able to access resources and the curriculum at an appropriate level, where the needs of individuals are catered for to ensure that all children are able to reach their full potential. It is the responsibility of class teachers to ensure that differentiated work is available at appropriate levels for the children in their class, taking account of levels of ability. Differentiation may be provided by activities of varying degrees of difficulty with differentiated objectives, different

expected outcomes and use of an alternative range of resources or the amount of support given. The progress of vulnerable pupils is tracked to ensure their needs are met appropriately.

If a member of staff or coach within school believes a child is gifted, in accordance with the schools gifted and talented pupils policy, they should consult with the subject leader and it should be decided how the child's development in those skills or ability could be enhanced. Children that are placed on the Gifted and Talented register should be given tasks which further their learning and these tasks should be detailed on the relevant planning. Higher attaining children should also be given a wide range of challenging tasks that help them to learn new skills as well as improving existing skills.

Teachers needing support with differentiated activities may consult the various planning resources used in School or the advice of the Subject Leader or the Gifted and Talented lead teacher.

### **Assessment and Progression**

Within the PE curriculum the following four areas of content are identified which are taught in and across all areas of activity:

- a) acquiring and developing skills;
- b) selecting and applying skills, tactics and compositional ideas;
- c) evaluating and improving performances;
- d) knowledge and understanding of fitness and health.

This provides the basic framework for continuity and progression. Progression should be based on providing pupils with progressively challenging but realistic learning experiences. To ensure continuity and progression of gymnastic skills staff members are to use progressions to aid planning.

### **Progression of Skills for Gymnastics – see appendix 2**

At school, we believe that it is crucial to monitor each child's progress in each aspect of the subject and as such, 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 the practical task.
- specific assignments for individual pupils.

Each teacher is responsible for the monitoring and recording of children's progression within P.E. against the Early Foundation Stage Framework and National Curriculum levels of attainment. Records of children's progress are in a written report which is annually given to Parents/Guardians.

Reporting in P.E. will focus on each child's:

- control, co-ordination and mobility.
- skill and confidence in a range of physical activities.
- awareness of the physical capabilities of the body.
- co-operative skills.

### **Health and Safety issues in P.E.**

All staff have Gymnastic and Dance risk assessments. These risk assessments are to be completed by the teacher prior to commencing the unit and are then referred to throughout following lessons. Teachers also identify any risks for each unit of work through their termly planning. Before using any large gymnastic equipment all members of staff are trained on it's safe use.

Risk assessments – see *subject coordinator*

Clothing – all children should have a change of clothes for P.E.  
Tracksuits/play clothes may be worn for colder weather outdoor games.

Safety Checklist – see *appendix 3*

### **Placement**

Outdoors – during transportation to and from 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!

Gloves should be worn at all times when dealing with cuts. If any child is unwell or unfit to take part in any P.E. activity, they must have a letter from their parent/guardian 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 P.E.

Links with other agencies enrich the P.E. curriculum.

These include:

- Participation in local sports leagues with other primary schools
- Visits, and liaison with, outdoor education centres and agencies.
- Visits from, and liaison with, professional dancers and sports players.

### **Monitoring**

Monitoring of P.E takes place by the subject leader. As part of the monitoring process the subject leader meets with a link governor three times per academic year.

Reviewed: December 2012

## Appendix 1

### Areas of Activity

#### **Dance**

Dance is an art form which is concerned with developing control, co-ordination and versatility in use of the body. It helps to maintain flexibility, develop strength and aesthetic awareness and the appreciation of beauty and quality in movement.

Composition, performance and appreciation are the three components of dance. All are inter-related and will usually be taught together.

#### **Aims**

- To develop control, co-ordination, balance and poise in basic actions of travelling, elevation and stillness.
- To enable children to learn to enrich movement by varying shape, size, direction, level, speed, tension and continuity.
- To experience and respond to a variety of stimuli, including music.
- To explore moods, express feelings and ideas and create simple characters and narratives in movement.
- To create dances with clear beginnings, middles and ends.
- To use techniques and styles to communicate meanings and ideas.
- To give children the opportunity to describe, interpret and evaluate all aspects of dance, choreography, performance and content production.
- To experience examples of traditional/folk dances from different countries.

#### **Games**

Games and competitive sports are an essential part of the physical education programme. They involve children participating individually, in a team, co-operatively and are concerned with skills, tactics and principles of play.

#### **Aims**

- To provide experience of a variety of different games including; invasion games such as football, netball and hockey, net and ball games such as tennis and volley ball and striking and fielding games such as cricket and rounders.
- To gain understanding of common skills and principles, including attack and defence in all types of games.
- To provide games practices that help improve skills.
- To develop own games, rules and scoring systems.
- To experience a variety of roles in each game including umpiring
- To play and understand small-sided versions of recognised games.
- To learn more advanced techniques and tactics in selected games and how to analyse them in order to improve performance
- To experience the full sided version of a game and play in different positions in competitive situations

#### **Gymnastics**

In gymnastics the focus is on the body. We are concerned with acquiring control, co-ordination and versatility. Strength is developed and flexibility is maintained. The natural actions involved include, leaping, balancing, inverting, climbing, rolling and swinging. Pupils work alone, with partners, and in small groups, sharing ideas, carefully sharing space and helping one another to lift, carry, place and use apparatus.

## **Aims**

- To experience many ways of performing basic actions.
- To improve control of individual actions through repeated practice.
- To learn to link together a series of actions on floor and apparatus and to be able to repeat them
- To learn how to lift, carry and position apparatus.
- To learn to emphasise elements such as changing shape, speed and direction in a longer series of actions in response to a task
- To understand and develop aesthetic qualities such as contrast, variety and repetition in more complex sequences.
- To demonstrate sequences with or without contact in partner work.
- To learn and be able to analyse more advanced techniques.

## **Swimming**

Swimming is a crucial survival skill and an essential prerequisite for a range of activities in and around water. It provides an excellent form of all round exercise and can contribute to the development of flexibility, strength and stamina.

## **Aims**

- To develop safety and confidence in the water.
- To know and understand the basic principles of water safety.
- To learn the fundamentals of recognised strokes and a variety of general water skills.
- To ensure that all children at the end of Key Stage 2 can swim at least 25 metres.

## **Athletic Activities**

In athletics the focus is upon developing a variety of natural physical actions like running, jumping and throwing. The activities provide excellent opportunities for promoting physical fitness and understanding of how the body works.

## **Aims**

- To experience and participate in running, jumping and throwing activities.
- To develop and practice the basic skills leading to the different athletic events.
- To learn how to measure, compare and improve performance.
- To experience competition.
- To learn about the effects of exercise upon physical health and fitness.

## **Outdoor and Adventurous Activities**

Outdoor and adventurous activities have the potential to satisfy the need for excitement and challenge in a positive way. They also provide opportunities for learning about ourselves and our environment.

## **Aims**

- To explore the potential for physical activities within the immediate environment.
- To undertake simple orientation activities.
- To learn the principles of safety in the outdoors and how to avoid danger.
- To experience at least one exciting and challenging activity in an unfamiliar environment and learn the skills necessary for the activity.
- To experience the need for mutual support/reliance on others in a challenging environment.

Appendix 2

Progressions of Skills in Gymnastics

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Acquiring and developing skills	Explore gymnastics actions and still shapes. Move confidently and safely in their own and general space, using change of speed and direction.	Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.	Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.	Develop the range of actions, body shapes and balances they include in a performance. Perform skills and actions more accurately and consistently.	Perform actions, shapes and balances consistently and fluently in specific activities,	Combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas.
Selecting and applying skills, tactics and compositional ideas	Copy or create and link movement phrases with beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts.	Choose, use and vary simple compositional ideas in the sequences they create and perform.	Improve their ability to select appropriate actions and use simple compositional ideas.	Create gymnastic sequences that meet a theme or set of conditions. Use compositional devices when creating their sequences, such as changes in speed, level and direction.	Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations.	Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.
Knowledge and understanding of fitness and health	Know how to carry and place equipment. Recognise how their body feels when still and when exercising.	Recognise and describe what their bodies feel like during different types of activity. Lift, move and place equipment safely.	Recognise and describe the short term effects of exercise on the body during different activities. Know the importance of suppleness and strength.	Describe how the body reacts during different types of activity and how this affects the way they perform.	Know and understand the basic principles of warming up and why it is important for good quality performance. Understand why physical activity is good for their health.	Understand why warming up and cooling down are important. Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves. Carry out warm ups safely and effectively.

Evaluating and improving performance	Watch, copy and describe what they and others have done.	Improve their work using information they have gained by watching, listening and investigating.	Describe and evaluate the effectiveness and quality of a performance. Recognise how their own performance has improved.	Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved.	Choose and use information and basic criteria to evaluate their own and others' work.	Evaluate their own and others' work. Suggest ways of making improvements.
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	Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
Key Stage 1	<p><b>Travelling – feet</b> Jog, skip, , gallop, hop, Walk Forwards, backwards</p> <p><b>Travelling – hands and feet</b>, frog, Bunny, crab, bear, caterpillar, crocodile</p> <p><b>Shape</b> – wide, thin, tuck, dish, arch</p> <p><b>Rolling</b> – rocking, pencil, egg rolls, dish roll, teddy / circle roll, forward roll</p> <p><b>Balance</b> – front support, balance on 4 and 3 points, large body parts, tummy, back, bottom, shoulder</p> <p><b>Jumping</b> –2 feet to 2 feet, 2 to 1 and 1 to 2</p> <p><b>Jumping</b> – for height 2 feet to 2 feet with shape, tuck jump,</p> <p><b>Handle small equipment</b>, <i>i.e. hoop</i></p> <p><b>Handle large apparatus</b> <i>i.e. mats, benches, tables</i></p>	<p>Create and link simple combinations of 2 actions / skills <i>e.g. travel and balance.</i></p> <p>To link “like” movements with a beginning, middle and end <i>e.g. three balances, three travel.</i></p> <p>To copy a partner’s sequence.</p> <p>Remember and repeat simple linked sequences.</p> <p>Explore linking travelling and shape.</p> <p>Link simple combinations of 3 / 4 actions / skills <i>e.g. jump, travel, roll, balance.</i></p> <p>Devise short sequence, clear begin, middle, and end.</p> <p>Adapt sequence to include partner or apparatus.</p> <p>Remember and repeat accurately, devised sequences.</p>	<p>Observe and describe basic actions and dynamics.</p> <p>Observe and describe sequences using appropriate vocabulary.</p> <p>Observe and copy a partner’s sequence.</p> <p>Observe linked actions and comment on quality.</p> <p>Observe and copy actions / simple linked sequence.</p> <p>Comment on one aspect of a sequence and say how to improve it.</p>	<p>Know the difference between tension and relaxation.</p> <p>Knows the lesson begins with a warm up and ends with cool down.</p> <p>Observe that changes occur to temperature and breathing.</p> <p>Carry and place appropriate small apparatus.</p> <p>Describe how their heart is beating, and their breathing is normal / puffed at different times in the lesson.</p> <p>Recognise risks when handling and placing large apparatus. Begin to understand basic principles or working with a partner or group.</p>

	<b>Acquiring and developing skills</b>	<b>Selecting and applying skills, tactics and compositional ideas</b>	<b>Knowledge and understanding of fitness and health</b>	<b>Evaluating and improving performance</b>
<b>Lower Key Stage 2</b>	<p><b>Travelling</b> – focus on developing quality of travelling actions both on feet and hands and feet.</p> <p><b>Shape</b> – as KS 1 and piked and straddle,  Focus on developing quality of shape and stillness. <i>E.g. extended feet, hands, arms, legs</i></p> <p><b>Balance</b> – focus on developing quality of linking balances on 1, 2 ,3 or 4 points, moving in and out of positions of stillness, <i>i.e. balance on 2 points move smoothly into a roll</i></p> <p><b>Rolling</b> – focus on developing quality in all the different rolling actions from Key Stage 1.</p> <p><b>Jumping</b> – focus on developing quality of jumping actions 2:2, 2:1, 1:2, 1:1</p> <p><b>Handle apparatus</b> – use all actions above; on the floor and over, through, across and along apparatus.</p> <p>Perform different combinations of actions and perform these with a change of speed, level or direction.</p> <p>Develop tension, extension and transfer of weight in their actions.</p>	<p>Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end.</p> <p>Adapt a sequence to include a change of level, speed or direction.</p> <p>Work well as an individual and contribute to pair sequences.</p> <p>Devise and perform a sequence of gymnastic actions with changes of speed, level, direction and clarity of shape.</p> <p>Gradually increase their length of sequence.</p> <p>Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p>	<p>Explain the difference between two performances.</p> <p>Understand what is involved in the process of improving a performance.</p> <p>Make simple assessments of performance based on simple criteria given by the teacher.</p> <p>Use assessments to modify and refine their own sequences and others.</p> <p>Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight.</p>	<p>Understand the importance of warming up.</p> <p>Identify when the body is warm and stretched ready for gymnastic activity.</p> <p>Understand that strength and suppleness are important parts of fitness.</p> <p>Devise routines of stretching exercises that prepare them for their gymnastic work</p> <p>Understand that strength and suppleness are key features of gymnastic performance.</p>

	<b>Acquiring and developing skills</b>	<b>Selecting and applying skills, tactics and compositional ideas</b>	<b>Knowledge and understanding of fitness and health</b>	<b>Evaluating and improving performance</b>
<b>Upper Key Stage 2</b>	<p>Explore a range of symmetrical and asymmetrical actions, i.e. shapes, balances, rolling, travelling and jumping.</p> <p>Perform movements that are mirrored and/or matched.</p> <p>Combine actions fluently.</p> <p>Show actions clearly, consistently and fluently with good body tension and extension.</p> <p>Perform actions on the floor then from floor to apparatus, change levels on apparatus move safely from apparatus to floor.</p> <p>Develop skills in developing the variety in the way they perform skills and actions.</p> <p>Partner balances i.e. counterbalance</p> <p>Flight and twisting and turning actions.</p> <p>Refine actions so that they become more fluent and controlled.</p> <p>Vary the distance they travel or the time they spend in a balance or shape.</p> <p>Adapt actions from the floor to apparatus and apparatus to floor.</p>	<p>Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapt sequences to include a partner.</p> <p>Make up longer sequences and perform them with fluency and clarity of movement.</p> <p>Vary direction, levels and pathways to improve the look of a sequence.</p> <p>Use planned variations and contrasts in actions and speed in their sequences.</p>	<p>Watch and comment on the quality of movements, shapes and balances.</p> <p>Identify which aspects were performed consistently, accurately, fluently and clearly.</p> <p>Suggest improvements to speed, direction and level in the composition.</p> <p>Watch performance and use criteria to make judgements and suggest improvements.</p> <p>Explain how a sequence is formed using appropriate terminology to describe technique and composition when evaluating both their own and others performances.</p>	<p>Know how muscles work, how to stretch and how to carry out strengthening exercises safely.</p> <p>Know why strength and suppleness are important for gymnastic activities.</p> <p>Understand why it is important to include a warm up for gymnastic activities.</p> <p>Recognise that a cool down is important.</p> <p>Understand how gymnastic activity helps their overall health.</p> <p>Know how to improve their own health and fitness.</p>

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
I can copy and explore basic actions with some control and co-ordination.	I can copy, remember, explore and repeat simple actions varying speed and levels.	I can copy, remember, explore and repeat simple actions, and link and vary ideas with control and co-ordination.	I can link ideas, skills and techniques with control, precision and fluency when performing basic skills.	I can perform and create movement sequences with some complex skills and displaying accuracy and consistency.
I have begun to choose and link basic actions, and I can recognise and use space appropriately.	I am beginning to select simple actions to construct basic sequences.	I can apply compositional ideas to sequences alone and with others.	I understand composition by performing more complex sequences.	I can select and use a wide range of compositional skills in complex sequences alone and in groups. I show an ability to innovate.
I can watch and discuss my own work and that of my peers.	I am beginning to identify the difference between my performance and that of others.	I can describe my own and others work noting similarities and differences. I can make suggestions for improvements.	I can describe how to refine, improve and modify performances.	I can analyse skills and can suggest ways to improve quality of performance showing sound knowledge and understanding.
I can safely perform teacher led warm-up and I am aware of others.	I understand the need for warm up and cool down, and also what is happening to my body during exercise.	I understand working safely, I recognise changes in my body and can give reasons why PE is good for health.	I can demonstrate specific aspects of warm-up and describe effects of exercise on the body.	I can lead own warm up and demonstrates all round safe practice.

## Appendix 3

### Safety Checklist

Before you start:

- Are the pupils dressed?
- Appropriate footwear for activities?
- Trainers/plimsolls for games and athletics.
- Have you the teacher changed into suitable footwear:
- 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?