



# **Our Lady of Victories Primary School**

## **Physical Education and Activity Policy**

Date of implementation: January 2010

Reviewed: July 2021

Next review date: July 2023

This policy has been written to give clear guidance to staff, outside visitors, parent and carers, and pupils about the provision of physical activity opportunities during the school day and our approach to the positive promotion of physical activity.

### **Aims and objectives**

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.

### **Physical Activity Guidelines for Children**

The Physical Activity Guidelines for children and young people are relevant to those aged from 5 to 18 years. Physical activity is associated with better physiological, psychological and psychosocial health among children and young people. Global and UK specific evidence has shown that boys are more active than girls at all ages and that physical activity levels decline through childhood into adolescence. As such, ensuring all children are as active as possible throughout childhood is important for current and future population health.

Physical activity guidelines for children and young people:

- Children and young people should engage in moderate to vigorous physical activity for an average of at least 60 minutes per day across the week. This can include all forms of activity such as physical education, active travel, after-school activities, play and sports.
- Children and young people should engage in a variety of types of intensities of physical activity across the week to develop movement skills, muscular fitness, and bone strength
- Children and young people should aim to minimise the amount of time spent being sedentary, and when physically possible should break up long periods of not moving with at least light physical activity

The aim of this policy is to increase the activity levels of the whole school through the provision of a supportive environment conducive to the promotion of physical activity.

The specific objectives are:

- To enable children to develop and explore physical skills with increasing control and coordination;
- To encourage children to work and play with others in a range of group situations;
- To develop the way 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 ensure each child receives two hours directed physical activity during curriculum time.

## **2 Teaching and learning styles**

**2.1** At Our Lady of Victories Primary School we use a variety of teaching and learning styles in PE lessons. 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 evaluate their own work as well as the work of other children. 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.

**2.2** 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; setting tasks of increasing difficulty, where not all children complete all tasks. Grouping children by ability and setting different tasks for each group or by

providing a range of challenges through the provision of different resources, e.g. different gymnastics equipment.

### **PE curriculum planning**

PE is a foundation subject in the National Curriculum. Our Lady of Victories Primary School uses the National Scheme of work as the basis for its curriculum planning in PE. Swimming and water safety is taught in lower Key Stage 2.

The curriculum planning in PE is carried out in three phases (long-term, medium term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### **The Foundation Stage**

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, 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.

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

#### ***Personal, social and health education (PSHE) and citizenship***

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

### ***Spiritual, moral, social and cultural development***

The teaching of PE allows children to work together, discussing their ideas and performance and developing a better understanding of themselves and others. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to cooperate 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.

### **Teaching PE to children with special educational needs**

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors— classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Assessment and recording**

Staff at Our Lady of Victories Primary School assesses children's work in PE by making judgements as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons.

In particular instances photographic evidence of activities will be collected. E.g. sports days, dance activities etc. Teachers will also meet when necessary to review individual evidence of children's work against the national exemplification material produced by the QCA and the DfEE.

## **Resources**

There are a range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and assembly halls for games and athletics activities and the local swimming pool for swimming lessons. Interschool competitions take place at a range of local community physical activity facilities.

## **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. Teachers set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

## **Monitoring, reviewing and training**

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The coordinators file indicates areas for further improvement in the form of a position statement. The PE subject leader has specially allocated, regular management time in order to review evidence of the children's work, to undertake lesson observations of PE teaching across the school.

The school provides adequate provision of relevant in service training opportunities for all those leading physical activity sessions.

The subject co-ordinator working inline with the school monitoring policy and senior management team is responsible for the monitoring and assessment of all outside agencies involved in the delivery of physical activities, making sure the quality of the provision is adequate.

## **Extracurricular activities**

The school provides a range of PE related activities for children at the end of the school day. These encourage children to further develop their skills in a range of 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 as part of the interschool

competitions which take place throughout the educational year. 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 cooperation amongst our children.

The school also provides structured lunch time activities giving children opportunities to supplement their curriculum physical activity. These activities are lead by qualified instructors from outside agencies.

Details of mid-term and summer time out of hours activities run by local community groups and private agencies are provided for parents and carers allowing children to maintain their levels of activity at times when the school is closed.

The school has a group of designated young leaders (from keystage 2 classes) who have been trained in supervising and leading lunchtime activities.