



TREWIDLAND PRIMARY SCHOOL

P.E. POLICY

RATIONALE

At Trewidland Primary we believe Physical Education and school sport should give all children the opportunity to improve and achieve physical competence in line with their age and potential. Physical Education and school sport enables children, whatever their circumstances or ability, to take part in and enjoy a wide range of activities. It promotes positive attitudes to health, safety and well being.

AIMS

- To teach children to become skilful and thoughtful performers, developing control and co-ordination and becoming physically literate.
- To develop an understanding of what they do in PE and school sport which contributes to a healthy and active lifestyle.
- To give children the confidence to get involved in PE and school sport, applying and adapting their skills in a wide range of activities.
- To encourage an appreciation of the creative and aesthetic aspects of PE.
- To contribute to children's social and emotional development. To promote their confidence and self-esteem.
- To develop qualities such as commitment, fairness, tolerance and a concern for others as well as individual success.
- To develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations, to cope with losing, and to retain a proper sense of perspective in competition.

ENTITLEMENT

Trewidland is part of the School Sports Co-ordinator Scheme.
Mr Lovell is the PE co-ordinator and Primary Link Teacher.

All children are entitled to a progressive and comprehensive Physical Education programme which embraces the statutory orders of the National Curriculum and which takes account of individual interests and needs.

All KS1 and KS2 children have access to at least 2 hours high quality PE every week. In addition to termly six week blocks of Wild Tribe sessions. All components of the National Curriculum programme of study ie Wake Up Shake Up, Athletics, Dance, Games, Gymnastics, Outdoor Adventure Activities and KS1 & KS2 Swimming are covered throughout the year, so that we achieve the expected levels of performance as set out in the NC.

The school also provides a range of extra curricular activities; these encourage children to further develop their skills: Netball, Football and Cross Country.

ARENA coaches are used whenever possible to support and develop the children's learning.

Gifted and Talented children are identified and placed on the Gifted and Talented register. Opportunities are signposted to them through local sports clubs, the Trelawney Academy and the SSCO scheme.

EQUAL OPPORTUNITIES

All children should be provided with equal opportunities to participate in a curriculum in which there are no barriers to access based on race, sex, culture or ability. PE lessons should aim to provide quality experiences that challenge the children.

RISK ASSESSMENT

Safety is paramount when planning PE activities. The learning environment and equipment is maintained and checked regularly with the PLT being responsible for purchasing and maintaining equipment and resources. The mats and benches in the hall are checked annually by an independent technician.

The children are encouraged to consider their own safety and the safety of others. They are taught how to move and use apparatus safely under supervision.

All children are required to have a PE kit and full Wild Tribe kit.

Children are sometimes not required to change in to their PE kit if the physical activity is deemed safe enough to be carried out in school uniform. The teacher in charge of the physical activity will make a professional decision based on risk.

Should a child continually forget their kit, a letter will be sent to their parents. No jewellery or watches are to be worn for any physical activity; long hair should also be tied back.

CURRICULUM PLANNING

The school uses a range of publications and resources to support the teaching of PE. These include

- ARENA Schemes of Work (2015)
- TOPS/MATALAN scheme
- British Heart Foundation Active School Pack
- Leap Into Life at Foundation Stage and KS1
- Skills2Play (Youth Sport Trust)
- Schools own bank of Wild Tribe blocks of teaching

This ensures that the demands of the National Curriculum are met. PE lessons are planned so that they build upon the prior learning of the children.

There are opportunities for children of all abilities to develop their skills, knowledge and understanding in each area of activity.

At Foundation Stage and KS1, physical activity is delivered through 4 strands, thus not reflecting the more traditional school sport model at KS2.

There is planned progression built into the schemes of work at Foundation Stage, KS1 and KS2, so that the children are increasingly challenged as they move through the school.

TEACHING AND LEARNING

Lessons should be conducted in a secure, supportive and disciplined manner. Pupils learn the rules, etiquette, laws and codes for various activities. High quality lessons should contain the following elements:

- Purpose – lessons should have clear objectives and defined learning outcomes that are shared with the class at the beginning of the lesson.
- Progression – the ability of pupils should be developed with increasing demands made on them both physically and mentally. Building on previous learning is essential, so too is working to achieve successful outcomes through reinforcement, application and refinement of schemes.
- Pace – there should be high levels of activity, tasks need to be easily and clearly explained with high expectations set for individual and group achievement.
- Challenge – high expectations should be set for individual and group achievement. Pupils should be extended both physically and mentally through interesting tasks.
- Differentiation – this should be achieved using tasks and equipment that enable the children to be challenged appropriately and which ensures good progress for all ability groups.
- Decision Making – children should be given responsibility for equipment, group organisation and at times their own learning as they practice and refine skills in order to improve the quality of their performance.

ASSESSMENT, RECORDING AND REPORTING

Teacher's assessment of work takes place through observation during lessons. In Leap into Life at Foundation Stage and KS1, this takes place through an Observation Focus or Assessment for Learning.

At KS2, assessment is carried out at the end of each unit of work.

Class teachers make an annual assessment of effort and achievement for each child as part of the child's annual report to parents. This information is passed on to the next teacher at the end of the year.

The PLT ensures that the PE curriculum is delivered throughout the school through monitoring and discussion with staff.

STAFF DEVELOPMENT

The PLT regularly attends meetings and courses through the ARENA membership programme and provides other teachers including the schools Wild Tribe leaders with opportunities for individual and collective Continual Professional Development.

OUTSIDE EXPERTS OR PROFESSIONALS

Experts or professionals will be used to enhance the curriculum where appropriate in accordance with our visitor's policy. All risk assessments and CRB checks will be done prior to any visit.

Approved by staff on 17th January 2011

Approved by Governors 28th January 2011

Reviewed by staff 21st January 2014

Next review due Jan 2016

Reviewed by staff 29th February 2016

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