



PRIDE IN EXCELLENCE

## Physical Education Policy

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1

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## Introduction

Purley Oaks Primary School ensures a positive and enriching experience through Physical Education and Sport enabling the children to take pride in their achievements. Children develop their confidence and competence by participating successfully in physical activities.

The implementation of the policy is the responsibility of all the teaching staff. Physical Education is a unique process of learning. This policy outlines the teaching, organisation and management of the Physical Education curriculum at Purley Oaks Primary School. It educates pupils in the knowledge of the body and physical activities; the skills to use their body efficiently and effectively; the understanding of how their body moves and the importance of a healthy and fit lifestyle.

## Aims

- Ensure a high quality and varied PE curriculum which enables pupils to exceed and excel in many different activities.
- Develop the confidence and self-esteem to become increasingly independent which will encourage them to get involved in physical activity and make informed choices to pursue healthy and active lifestyles.
- For pupils to be able to discuss their strengths and weaknesses while having the knowledge to peer assess their fellow classmates.
- Experience a range of activities that helps pupils gain the confidence to try new things, take managed risks and stay safe, to make the most of opportunities, recognise their talents and develop ambitions.
- Take on roles of responsibility like leading, coaching or officiating. In learning to perform, lead, coach and officiate pupils develop a broad range of skills and attributes that they can use within their local communities, allowing them to contribute positively to make them better places in which to live and work.
- Provide opportunities for pupils to work in different groups and teams, enabling them to build positive relationships.
- Give pupils opportunities for the progression, knowledge and development of skills through the enjoyment of physical activity, within a structured, safe and supportive environment.
- Foster a positive attitude towards fitness, health and hygiene.
- Ensure that each pupil receives a balanced programme of physical activities as set out in the National Curriculum.

## Objectives

Develop physical and cognitive competence and confidence in the skills of planning, performing and evaluating by:

- Knowing about factors which influence efficient and effective performance.
- Knowing how to improve their own performance and that of others by engaging in the continuous process of reflection, selection, refinement, adaptation and evaluation.
- Practising and consolidating movement concepts and motor skills via the six areas of P.E. (games, swimming, dance, athletics, gymnastics, outdoor and adventurous activities).

**Promote physical activity and a healthy lifestyle by:**

- Understanding the effects of exercise on the body.
- Selecting and engaging in regular physical exercise.
- Being aware of opportunities in local clubs and the community which cater for primary age children.

**Develop positive attitudes by:**

- Exhibiting the personal qualities of self-worth, well-being and humility.
- Understanding and demonstrating appreciation of fair play and team work.

**Ensure safe practice by:**

- Understanding the importance of routine procedures and factors which affect safety.
- Appreciating the principles of safe practice and take responsibility for personal practice.
- Adhering to the dress code which encourages safe practice.

**Develop problem-solving skills and interpersonal skills which will have a much wider application by:**

- Working collaboratively as individuals, pairs and members of a group in solving problems.
- Expressing individual opinions.
- Expressing interest, enjoyment, motivation and enthusiasm for physical activity.

The objectives, derived from the aims, will guide us in implementing the schemes of work and will form the basis for assessment of pupils and evaluation of the policy.

## **Principles of Teaching and Learning**

### **Assessment and Recording**

Assessment is recorded electronically and enables teachers to identify the children's skills and area that they still need to develop.

Opportunities for assessment will be identified in the medium term plans and be based on the learning objectives and the learning outcomes. Pupils will receive ongoing teacher assessment based on the learning objectives and this will inform future lesson planning. Information will be shared with pupils, teachers, and parents in oral or written form. Summative assessment will be made from these formative assessments based on the criteria found in the end of key stage descriptions.

### **Schemes of Work**

The PE schemes of work, are based on the National Curriculum. In Reception and Year 1 planning will be developed in accordance with the Curriculum Guidance for the Foundation Stage Physical Development strand which will be achieved through Dance, Games and Gymnastic activities. For all children from Year 2

upwards swimming, outdoor and adventurous activities, fitness, and athletic activities will be added to the core programme of dance, games and gymnastic activities. The programme will be delivered via multi skills, individual and 'small-sided' approach to activities.

### Timings

PE has been timetabled according to the statutory requirements and it is the aim of Purley Oaks Primary School to maintain the two-session requirement for PE across both Key Stages. In planning lessons, teachers will take into account the needs of the pupils in terms of abilities and stages of development, their needs and experience and interest. Teachers will take into account the four strands of learning as outlined above. Each lesson will consist of three sections:

- Warm-up
- Skill development and application
- Cool down

Pupils with special educational needs will be entitled to the same access to physical education as their peers. Teachers will identify challenge for all pupils, modifying and adapting the task and/or equipment to include the least able and challenge the more able.

### Health and Safety

All routine procedures relating to safe practice are agreed and will be consistently adhered to by all teachers including TAs. 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 to be aware of what this means.

### Guidelines for pupil and teacher dress are as follows:

- Children should wear school uniform PE Kit, shorts and a tee shirt, tucked in.
- Tights should not normally be worn.
- Plimsolls/trainers should be worn for outdoors PE. Bare feet or Plimsolls are required for indoor activities. Children are not permitted walk around the school in bare feet.
- If football boots are worn, shin pads are required by all participating children.
- Hair should be tied back, if long.
- Goggles may be worn when swimming
- Children should wear one piece costumes or trunks during swimming lessons
- Teachers should wear appropriate PE kit and trainers when teaching PE.

Throughout their development children should be taught how to assemble, lift, rearrange, dismantle, and store apparatus safely within the restrictions of the timetable.

Children unable to participate due to injury or illness should be involved in the lesson as referees, observers, recorders or critics to ensure their own continued development.

### Equipment and Resources

Equipment is easily accessible, stored safely and regularly checked and maintained. This is regularly reassessed by the PE leader and PE teacher.