



Shiplake C.E. Primary School
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'I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you' Psalm 32.8

Shiplake Primary School

Physical Education Policy

Introduction

Physical Education is a foundation subject in the National Curriculum. The school believes that the PE, experienced in a supportive environment, forms an important part of the total education of the child and makes a vital and unique contribution to the pupil's physical, social and emotional well-being and development. 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.

Aims

At Shiplake Primary we aim through our teaching of Physical Education:

- to develop, through activity and decision-making, personal qualities of fairness, commitment, and enthusiasm
- to develop spatial awareness, perseverance and the ability to solve problems co-operatively
- to develop the way children apply rules and conventions for different activities
- to promote the value of Physical Education as a contribution towards good health, well-being and lifestyle
- to increase the children's ability to use what they have learnt to improve the quality and control of their, and others performance
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their, and others success
- to establish self- esteem, confidence, teamwork and a desire to continue active participation in physical activities throughout life



Teaching and Learning

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 which will be achieved using a mixture of whole class teaching and individual/group activities. Pupils will take on a variety of roles throughout lessons including performer, officiator and coach. Teachers will draw attention to good examples of individual performance as models for the other children, using both live performance and video or photographs, and we will encourage the children to evaluate their work and that of others. Within lessons teachers will give the children the opportunity to collaborate and compete with each other while using a wide range of resources.

Curriculum Planning

Teachers will plan progressive learning activities using long, medium and short term plans. The long term plan is in the form of a curriculum map identifying the type of activity and the time of the year it will take place. The PE Coordinator and Specialist PE teacher develops this with class teachers.

The medium term plans identify key learning objectives and are adapted using the QCA schemes of work. They ensure there is an appropriate balance and distribution of skills across each term.

Short term plans will focus on the specific objectives for each lesson and give details on how the lessons are to be taught. A variety of resources can be drawn upon including QCA Schemes of Work, Val Sabin Scheme of Work for Gymnastics and Games, and the worldwide web. A resource file is also being compiled by the Specialist PE Teacher which will contain lesson plans, AFL and skills resources.

PE activities are planned so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skill, knowledge and understanding in each activity area, there is a planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school. There is also a core focus on both cognitive and social and emotional development alongside the physical.

Foundation Stage and Key Stage One

At the Foundation Stage and Key Stage One pupils will pursue four areas of Physical Education. These areas are Dance, Games, Gymnastics and Athletics.

Dance

Through a variety of contrasting stimuli (music, poetry, percussion instruments etc) pupils will experience and develop control, co-ordination, balance, poise and elevation in the basic actions such as jumping, turning and stillness. They will be able to explore variations in aspects such as speed, shape, size, direction and level and be able to describe what they have done.



Pupils should also be given the opportunity to explore moods and feelings and develop rhythmic responses. In addition pupils will be encouraged to create their own simple dances.

Games

Pupils will be given the opportunity to use a wide variety of games equipment, for example hoops, bats, balls, ropes etc. They should develop, through experience and practice, a variety of ways of sending, receiving and travelling with a ball. The games they play will include elements of chasing and dodging, becoming increasingly aware of space and of others. They will also be given opportunities for devising and playing simple games, beginning with one person, progressing to partnered activities.

Gymnastics

Opportunities should be made available for pupils to work both on the floor and apparatus to experience and develop the skills of travelling, turning, rolling, jumping etc and, through practice, adapt and improve control. They will also be encouraged to develop their ability to link a series of actions and be able to repeat them. Safety procedures for carrying and positioning apparatus will be introduced at a very early stage.

Athletics

Athletics taught at the Foundation Stage and Key Stage One will address running, jumping and throwing skills. Pupils will be encouraged to compare and improve on their own performance and will experience simple competitions devised by themselves or the teacher.

Key Stage 2

At Key Stage Two pupils will pursue the four aspects of Physical Education in Key Stage One. In addition, they will take part in Swimming and Outdoor and Adventurous Activities.

Athletics

Athletics taught at Key Stage Two will address running, jumping and throwing skills with the aim of increasing accuracy in terms of speed, height, length and distance. It will also include opportunities for long and short distance running and relay. Pupils will be encouraged to measure, compare and improve their own performance and should experience competitions devised by themselves or the teacher. Health Related Fitness, Healthy Eating, how exercise affects the body, heart rate, breathing rate, circulatory system, respiratory system, muscles/bones, will be discussed. This leads to an excellent opportunity for cross curricular work, maths/science, with the possibility of work books to record pupils work.

Dance

During Key Stage 2 pupils will be encouraged to devise more structured dances, improvising, exploring, selecting and refining content. They should develop and increasing range and



complexity of body actions, exploring body parts and step patterns, varying size, shape, direction etc. When creating imaginative dances, in addition to expressing mood and feeling, pupils at this stage should be introducing simple characters, narratives in movement and moving in time to music.

Games

At Key Stage 2 pupils should progress to working individually, with partners and in small groups. In invasion, net/wall and striking/fielding games, pupils should develop an understanding of common skills and principles such as attack and defence. Ball skills in these games need to be developed and improved. Pupils will have opportunities to devise and structure their own games, with emphasis on the careful planning of rules, scoring systems etc. They should evaluate performances and consequently refine their own games. Pupils will also be involved in simplified versions of recognised games such as netball, basketball, benchball, dodgeball, rounder's, tag rugby, football, kwick cricket, and tennis.

Gymnastics

Pupils will be encouraged to explore ways of rotating, flight and balance in floor work and on apparatus and adapt, practise and refine these actions. Emphasis should be made on more careful control over body actions, enabling pupils to link actions with greater precision and flair. Each child will be encouraged to practise and refine longer movement sequences which should become progressively more complex throughout Key Stage 2.

Outdoor and Adventurous Activities

The requirement of Key Stage 2 programmes of study will be approached through day visits in the local area, a 1 night PGL residential open to year 3 and year 4, and a residential week in year 6 involving physical activities and appropriate safety behaviour. There will also be an introduction of a 4-6wk block of Problem Solving, Pacing, Grid Referencing, Orienteering, with cross curricular with links to Maths/Geography

Swimming

Swimming lessons will be taught in blocks during years 3 and 4. It will be ensured that pupils have developed confidence in the water, being taught how to rest, float and adopt support positions. They will continue to be taught a variety of means of propulsion using arms, legs or both and develop effective and efficient swimming strokes on front and back. Water safety and survival skills will also be introduced, the latter appropriate to their competence in the water. They will also be encouraged to evaluate their own abilities and limitations. In addition all pupils will be taught the codes of hygiene and courtesy for using swimming pools.



Assessment

At each key stage assessment will be made through direct observation, analysis reviewing and recording achievement. Assessment will be ongoing and at the end of each Key Stage an assessment statement will be assigned. Ongoing assessment should include photographs, video, children's drawing and writing about their work in PE. Some information will be fed back to parents as part of the Annual Report.

Assessment will be interwoven throughout all lessons to ensure that progression is current with children in that academic year. An end of unit assessment will take place using school specific criteria, emerging, expected, exceeding as opposed to levels. In addition to attainment levels an effort level will also be recorded as a child's attainment level is not always a true reflection of the work undertaken by the child. Children will regularly assess each other's work in order to give informed feedback which they can utilise to enhance their performance.

Cross-curricular links

PE has the capacity to link with numerous areas of the curriculum. Health education in science should teach each children about the importance of physical exercise for leading a healthy lifestyle. Aspects of art, music and drama can be effective stimuli in the creation of dance and movement sequences. Mathematics can offer themes for movement and gymnastics such as symmetry and can support measurement in athletics, and graph work through Health Related Fitness. The study of historical periods can enhance ideas for games which can be copied and extended and also our local history of rowing and the physical elements required for the sport which are explored in Yr5. PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance, utilising their expanding subject specific vocabulary. ICT can be utilised in many forms. The use of stopwatches in athletics, in dance and gymnastics video recording and photographs via the ipad are used to record performances allowing children to assess and develop their movements and actions. These can also be used by the children to compare and improves performances. The children also use computers to produce skills cards that they can then use in lesson as reciprocal teaching aids.

The teaching of PE offers opportunities to support the social development of the children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate 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.



Equal Opportunities

All children are entitled to a PE curriculum that caters for their individual needs, offers equal access and opportunity and enables them to participate fully in all areas of the PE curriculum. Extra curricular activities of a competitive nature should also have equal opportunity of access regardless of gender, provided that there are no over-riding safety factors that prevent this.

Pupils with Special Educational Needs

PE lessons can pose a challenge to some children who have special educational needs, and it is vital that any such child is given the chance to participate fully in PE activities. Teachers will decide on the most appropriate way to engage and involve children so that they learn and make progress, sometimes supported by teaching assistants. This may include modifying activities or running parallel activities to suit children's individual needs.

Team Selection

Team Selection will be as follows:

1. The PE Specialist will choose half of the team on ability (boys and girls alternately)
2. The class teacher will choose the other half of the team from those that would like to participate

This will allow all children to have the opportunity to represent school as part of a team throughout their time at school.

PHSE and Citizenship

Through the teaching of PE children will be given the opportunity to:

- work with others, listening to their ideas and treating them with respect
- co-operate and collaborate with others in teams and groups towards a common goal
- develop an understanding of fair play through knowing and applying rules and conventions
- develop a respect for and positive attitude towards their own health, safety and wellbeing
- learn to recognise and value physical differences, abilities and aptitudes and to find ways of accepting and including all
- develop links with local sporting organisations and other schools through visiting athletes, clubs and competition.



Extra-curricular activities

The school provides a variety of extra-curricular opportunities for the children. Activities include Football (including girls only), Tag Rugby, Netball, Ball Sports, Running, Cricket, Rounders and Athletics. These all run after school. They encourage the children to develop their skills in a wide range of activities. The school revises the activities on offer at the end of each half term ensuring that all age groups have access to the wide choice on offer. The school is a member of the schools sport partnership allowing access to a number of inter school competitions. This is further enhanced with fixtures being organised independently with other schools. As part of the house system implemented at school all pupils are engaged in inter house activities throughout the year. These include Benchball, Cross Country, Rounders and Athletics (Sports Day). These opportunities introduce the children to a competitive element within team games, and allow them to put into practice the skills that they have developed in their lessons. This also reinforces the sense of team spirit and co-operation amongst the children.

Sports Ambassadors

Our Sports Ambassadors are pupils selected from Yr 5 and 6. There is a written application process in Year 5, from which Yr 6 and Mrs Smith select anonymously, based on why the applicants want to become a Sports Ambassador, and what they think they can offer the role. Each of the four houses is represented by two Ambassadors.

The pupil's role is to promote sport and physical activity throughout school. This is carried out by running lunchtime sessions for pupils in Reception to Year four selected by their class teachers for reasons such as increasing physical engagement, social issues, lack of esteem, working together and feeling part of a group. Sessions are planned and delivered by the Ambassadors during one lunchtime a week. They utilize the Change 4 Life principles, Thinking Me, Social Me, Physical Me, Healthy Me, Creative Me.

Sports Ambassadors are also going to be running tournaments for both KS2 and KS1 on a half termly basis. Pupils will be encouraged to sign up and then they will be put in mixed year group teams to promote cohesion across the school. The Sports Ambassadors will be responsible for the planning, officiating and recording of results, photographing and report writing of matches.

In addition to their weekly responsibilities Sports Ambassadors help in the planning and running of Inter House events. There are four of these throughout the school year one per half term, they include Benchball, Cross Country, Rounders and Sports Day.

The current school PE kit was designed by Sports Ambassadors giving the school a uniformed look both in school and when representing school at tournaments which is worn with a sense of pride and belonging.



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Monitoring

The PE curriculum is monitored by the PE co-ordinator. This policy is due to be reviewed by the staff in Oct 2023 unless a need arises sooner.

Appendix

A specialist PE teacher is working alongside staff to develop and enhance the teaching of PE. They teach all PE lesson from Reception through to Year 6.

The PE Specialist is also assisting in this role by supporting teachers in their delivery of PE through undertaking a team teaching role and assisting in providing strategic support and direction for the subject in the school. They are undertaking a PE Action Plan encompassing all aspects of the PE curriculum which is reviewed with the head teacher and the PE Coordinator. An annual report will be produced to assess strengths and weaknesses in the subject and will identify areas for improvement.

Reviewed November 2020
3 year review cycle