

PE Policy

Ledbury Primary School



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1. Aims

1.1 Intent

At Ledbury, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum encompasses not only the formal requirements of the National Curriculum, but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can be. At Ledbury, cultural capital prepares children with the essential knowledge and skills for their future. The exploration of new skills and experiences help to nurture resilience, curiosity and creativity. The curriculum is further enhanced by our commitment to Values Education (including British Values) and, through this, alongside our spiritual, moral, social and cultural development, we provide learning experiences which promote confident, self-disciplined pupils, eager for lifelong learning.

Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, communication skills, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games as well as being physically active. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

1.2 Aims of PE at Ledbury:

In order to promote active and healthy lifestyles all children should:

- be physically active
- be physically literate (i.e. adopt the best possible posture and appropriate use of the body)
- engage in activities that develop cardio vascular health, flexibility, muscular strength and endurance

- understand the need for a healthy lifestyle through activity and nutrition
- understand the benefits of exercise on mental and physical health

In order to develop positive attitudes all children should:

- follow the conventions of fair play and honest competition
- understand success and limitations in their performance
- be comfortable with success and defeat within sport and competition
- persevere with and consolidate their performances
- be mindful of others in their environment

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational target
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate

- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- keep up to date with new initiatives;
- monitor pupil progress in that subject area, particularly at the end of each key stage;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned for. The subject leader carries out book trawls, questionnaires, learning walks/ lesson observations to ensure that the children are achieving their full potential at each key stage and that attainment is as expected.

4. Organisation and planning

4.1 Implementation

Our PE curriculum at Ledbury is lively, structured and progressive. Through high-quality PE teaching and delivery, children should be physically literate by the end of KS1. When children enter into KS2, PE will continue to build upon prior skills developed and progress these further over the year groups following the National Curriculum. By the end of KS2, children should be able to apply their skills learnt to multiple sport-based activities.

As well as PE, children have more opportunity to be physically active during the week. To ensure children are in line with the government recommendation of taking part in at least an hour of physical activity a day, they take part in a mile-a-day, have access to play equipment at break and lunchtimes as well as a range of afterschool clubs.

At several points within the year, children have the opportunity to take part in organised sporting competitions in various different sports. This allows them to work as part of a team, to challenge themselves and put skills learnt into practise.

“It is really important that we promote competitive support in schools. It is very important that we recognise that has to be underpinned by good quality physical education and by getting people into patterns of exercise.”

Lord Sebastian Coe

Planning takes the form of knowledge organisers, giving clear guidance on previous learning objectives (where relevant), future learning and opportunities for teaching new vocabulary. A series of lesson plans are then written.

Areas of activity

Early Years Foundation Stage

The curriculum taught in the Nursery and Reception classes meets the requirements set out in the National Curriculum at Early Years Foundation Stage.

Pupils should be taught:

Games

- Spatial awareness
- Basic motor skills
- Co-ordination and control
- Aiming, predicting and estimating

Dance

- Using their imagination in art, design, music, dance, imaginative role-play and stories

Gymnastics

- Travel around, under, over and through balancing and climbing apparatus

Games (KS1 and KS2)

Pupils should be taught:

- Simple competitive games
- A variety of ways to send, receive, strike and travel with/without a ball
- Games which include running, chasing, dodging, avoiding and awareness of space and other players
- To develop core skills in attacking, defending, invasion, striking and fielding
- To play small-sided and simplified versions of net/wall and target games

Gymnastics (KS1 and KS2)

Pupils should be taught:

- To use technical vocabulary
- To perform basic actions of travelling (turning, rolling, jumping, balancing, climbing)
- To link movements on the floor and apparatus
- To repeat movements / develop sequences
- To develop complex movements

Dance (KS1 and KS2)

Pupils should be taught:

- To compose and control movements by varying shape, size, direction, level, speed, tension and continuity
- Investigate different genres of dance
- To express feelings moods and ideas
- To respond to various stimuli including music

Athletics (KS1 and KS2)

Pupils should be taught:

- To develop and refine basic running, jumping and throwing techniques using a variety of equipment
- To measure, compare and improve their own performance

Swimming (KS2)

Pupils should be taught:

- To swim unaided, competently and safely for at least 25m
- To develop confidence in water and
- To develop floating skills and support positions
- To develop an effective and efficient swimming strokes on the front and back
- To understand and follow basic water safety and survival skills

Outdoor Activities (KS2)

Pupils should be taught:

- To perform outdoor and adventurous activities in a variety of environments
- To face physical and problem solving challenges individually and collaboratively

High-quality lessons should include:

- A statement of the learning objective
- Teaching the children to warm up safely
- The teaching of skills and techniques
- The application and adaptation of learnt skills in games activities
- Modelling of correct technique
- Use of correct and specific technical vocabulary
- Performance and evaluation of each other's work
- Work which reflects the learning objective
- Teaching the children to cool down safely

- Teaching the children the impact PE has on their bodies

4.2 Values

At Ledbury our curriculum is underpinned by the values that we hold dear, including British Values. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we encourage co-operation and understanding between all members of our community, promoting community cohesion.
- We value the rights enjoyed by each person in our society. We respect each child in our school for their individuality, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment and encourage sustainability. We aim, through our curriculum, to teach respect for our world; how we should care for it for future generations, as well as our own.

4.3 Extra-curricular Activities

At Ledbury, we are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities.

Depending on the time of the year, Ledbury Primary School provides opportunities for children in wide variety of areas. These after school clubs are updated and changing according to the interests of the children.

A range of age appropriate after school clubs are available for children to attend and if required there is a subsidy available where finance may be an issue.

All sports clubs are open to both girls and boys and are delivered by qualified coaches or teachers who deliver high quality lessons. The provision of Out of School Hours sports clubs is reviewed annually and registers are kept to ensure opportunities are provided for all children.

4.4 Contribution to other subjects and areas

PE can link to other subjects such as:

- Literacy, (recount/report/ instructions)
- Science (body parts/pulse rates)
- Maths (shape/position/directions/counting and graphical representation of data).
- ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

In accordance with the school's Inclusion Policy, PE activities are differentiated to meet the needs of each pupil. Lessons will be planned to suit the needs of all children with sessions being adapted to challenge those who have found success quickly and support those working less confidently to find success. Children's needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum.

6. Assessment

Continuous assessment for learning combined with an end of unit task e.g., recorded piece of work, whole class quiz or practical task, supports our final professional judgement.

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through liaising with subject leaders, monitoring subject action plans and planning, carrying out learning walks and discussions with children.

Subject leaders monitor the way their subject is taught throughout the school by carrying out learning walks/observations, scrutinising planning and books and discussions with children.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the subject leader responsible for PE. At every review, the policy will be shared with the full governing board

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Marking policy
- SEND policy
- Basic Skills policy

- Pupil premium
- Sex and relationship education
- Equality information and objectives