



# Physical Education Policy 2022-2025

Adopted by  
Highfields Academy on

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## **Physical Education (PE) Policy**

At Highfields, 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 should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### **Curriculum Intent**

The aims of PE are to ensure that all pupils

- develop competence to excel in a broad range of physical activities;
- are physically active for sustained periods of time;
- engage in competitive sports and activities;
- lead healthy, active lives.

### **Curriculum Implementation**

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.

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
- grouping children by ability and setting different tasks for each group
- providing a range of challenge through the provision of different resources

### **Curriculum Impact**

PE is based on the National Curriculum Physical Education 2014 Document. The units are organised to provide progressive steps, which meet the end of key stage expectations and enrich the child's experience. In Key Stage 1, these include: dance, games, gymnastics and athletics. In Key Stage 2, these include: athletics, dance, games, gymnastics, outdoor adventure activities, swimming and water safety.

The curriculum long-term plan maps out the PE activities covered in each term during the key stage.

The medium-term plans 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.

Class teachers complete a daily plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

The 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 skills, knowledge and understanding in each activity area, there is planned progression, so that the children are increasingly challenged as they move up through the school. There are also numerous opportunities for the children, from every year group, to compete in intra and inter-school competitions.

## **The Foundation Stage**

We encourage the physical development of our children in the Reception class as an integral part of their work. 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**

### **English**

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.

### **Computing**

ICT is used to support PE teaching when appropriate. In some units, in particular dance and gymnastics, children make video recordings of their performance, and use them to develop their movements and actions. They compare each other's performance from recordings and use these to improve the quality of their work.

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

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 offers opportunities to support the social development of our 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.

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

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties.

## **Assessment and recording**

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. They record this information and use it to plan the future work of each child. The teacher passes this information on to the next teacher at the end of each year.

In addition, the school assesses the children using the Amaven software three times a year to identify where there are gaps in the children's athletic ability. Amaven enables schools to improve the physical literacy of every child with comprehensive whole school physical literacy programmes. It provides key resources to meet and exceed national curriculum requirement for PE.

## **Resources**

There is a wide 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 field for games and athletics activities and the local swimming pool for swimming lessons.

## **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. The governing body expects the teachers to 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 and review**

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.

## **Cultural Capital**

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.

In addition to PE lessons and extra-curricular activities, the school throughout the year utilises external coaches to improve the children's learning and experience of PE.

The school also runs a 'Try something new' club aimed at children who are reluctant to participate in PE and/or after school sports clubs and to give them an opportunity to try sports away from the traditional team sports.

The school has regular intra-school competitions and an annual sports day that introduce a competitive element and allows the children to put into practice the skills that they have developed in their lessons. This is then taken further as the school plays regular competitions and matches against other local schools. On the occasions when the school has been successful, it has allowed the children to participate in both county and regionalised competitions.

For Years 4 and 6, the school runs residential where the pupils participate in a number of outdoor activities that are linked to the PE curriculum,