



Riverview Primary School

Physical Education Policy

Rationale

At Riverview Primary and Nursery School we believe that physical education, experienced in a safe and supportive environment is a unique and vital contributor to a child's physical development and well being. A broad and balanced physical education curriculum is intended to provide for children' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

At Riverview Primary and Nursery School we believe physical education should be an area of learning where self-esteem, physical progression and positive attitudes are fostered and nurtured. Physical Education provides all children with the opportunity to succeed, whether through personal or team success. Physical Education also promotes a healthy lifestyle which children can develop and value into adulthood.

Aims of our P.E Curriculum

- *Foster a love for and enjoyment of being active.*
- *Develop 'fitness for life' through promoting the health benefits of regular exercise.*
- *Identify talents*
- *Develop self esteem, confidence and social skills.*
- *Contribute to the physical development of every child.*
- *Give children a way of expressing themselves and an opportunity to be creative.*
- *Develop a range of skills that can be applied in other contexts.*
- *Give children the opportunity to try out activities that they would not otherwise have access to.*



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Implementation of Policy

Teaching and learning style

At ***Riverview Primary and Nursery School*** we use a variety of teaching and learning styles which involve a mixture of whole-class, group and individual activities. At ***Riverview Primary and Nursery School***, teachers model good skills and technique and also draw attention to good examples of individual performance to use as models for the other children.

The key concepts in P.E we plan a progression for are as follows:

- *Physical skills*
- *Thinking skills*
- *Personal skills*
- *Health skills*

Children are encouraged to evaluate their own work as well as the work of other children. Within lessons children have the opportunity both to collaborate and compete with each other, and they have the opportunity to use a wide range of resources.

Every lesson should be focused around a clear learning objective (set as a question) and a broken-down success criterion, to explain 'how' the learners will achieve their learning objective. Learners should be made aware of this at the start of each lesson and review their learning at the end of each lesson.

Activities should be differentiated, appropriate to the needs and ranging abilities of the class. Each lesson must have a planned extension activity, to extend the lesson's learning objective, where appropriate for the more-able children.

Dialogue and demonstration should be used as teaching tools throughout all lessons. Particular skills should be modelled and discussed. Plenaries should be used to highlight good practice and next steps in their learning.



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Early Years Foundation Stage

In the EYFS the area of learning related to Physical education provision is physical development. This area of learning aims to improve the coordination, control, manipulation and movement of children.

Key Stages 1 and 2

The physical education national curriculum objectives for key stage 1 are:

Knowledge, skills and understanding

Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

Acquiring and developing skills

Children should be taught to:

- a) Explore basic skills, actions and ideas with increasing understanding
- b) Remember and repeat simple skills and actions with increasing control and coordination.

Selecting and applying skills, tactics and compositional ideas

Children should be taught to:

- a) Explore how to choose and apply skills and actions in sequence and in combination
- b) Vary the way they perform skills by using simple tactics and movement phrases
- c) Apply rules and conventions for different activities.

Evaluating and improving performance

Children should be taught to:

- a) Describe what they have done
- b) Observe, describe and copy what others have done
- c) Use what they have learnt to improve the quality and control of their work.



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Knowledge and understanding of fitness and health

Children should be taught:

- a) How important it is to be active
- b) To recognise and describe how their bodies feel during different activities.

At <Insert Name of School> the physical education curriculum maps are derived from national curriculum programmes of study for physical education. The curriculum map provides a structure for planning and states which areas of physical education are to be taught in each year group.

At <Insert Name of School> all children in key stages 1 and 2 take part in:

- *Dance Activities*
- *Games Activities*
- *Gymnastic Activities.*

In addition to this, at some time in key stage 2 children will participate in swimming, athletics and outdoor and adventure activities.

Not all aspects of physical education require the same amount of time or the same degree of continuity for progress to be made. Emphasis is placed on gymnastics activities, dance activities and games activities, to provide a foundation of basic movements and understanding.

The curriculum map makes provision for children to experience all areas of activity by the end of key stage 2.

Clothing Requirements

Children are expected to wear appropriate clothing for each activity. i.e. T-shirt or vest; shorts or tracksuit bottoms; pumps or training shoes. When outside, children can wear jumpers or leggings as necessary. When swimming, children must wear suitable swimwear and with parental permission can bring goggles. Bare feet are recommended for Gymnastic and Dance Activities. All clothing and footwear should be suitable for the activity and teachers should check this regularly.



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Inclusion

Inclusion in physical activities means that all children have access to learning opportunities regardless of race, gender and ability. We aim to create an environment in which all children learn to respect and value each other and each other's interests. This is achieved by employing the following strategies:

- *Having equal expectations of boys and girls – not letting girls opt out or boys dominate team organisation for example.*
- *Teaching mixed gender/ability groups and pairs.*
- *Structuring activities so that all are fully involved.*
- *Providing opportunities for children to present their work to others.*
- *Recognising the need to extend more-able children and targeting them for school clubs/signposting to borough clubs.*
- *Anticipate needs and provide support as required. This could be the provision of specialist equipment, adult support or modified teaching programmes.*
- *Targeting particular children during playtimes and supporting them in physical play.*

Extra-curricular provision

We offer a wide range of extra-curricular P.E. activities:

- *Football.*
- *Cricket.*
- *Athletics.*
- *Gymnastics*
- *Dance*
- *Multi-skills sports club.*
- *Dodge ball*
- *Netball*



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Resources

All equipment is catalogued, and a list is available from the PE leader. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Children are encouraged to:

- 1. Look after resources*
- 2. Use different resources to promote learning*
- 3. Return all resources tidily and to the correct place (Staff to supervise)*
- 4. Be told of any safety procedures relating to the carrying or handling of resources.*

All other resources are located in the staff room or with PE coordinator.

Planning, Assessment and Recording

Planning is to be done following the progression of key concepts on our curriculum map. Teachers will be making continual assessments of the children's abilities throughout their school life.

Further teacher assessments of the children's P.E. abilities are made whilst selecting for a school team, whether it be for athletics, cricket, cross country, running, football or netball.

Overall progression in P.E. is commented upon through an annual written report to parents. Concerns or issues which may arise regarding P.E. will be dealt with in consultation with parents / guardians where appropriate.

Special Educational Needs

PE activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. PE is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a



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group and to be responsible for self-regulation. Most PE activities work well as class lessons and are appropriate for all children of any ability.

Health and Safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching.

All children must be taught how to handle apparatus, resources appropriately. They should be taught to recognise hazards, assess the possible risks and take steps to control the risks to themselves and others.

Any other adults working with the children should be made aware of individual needs of the children they are working with where appropriate.

Role and Responsibilities of the PE Leader

• Support teachers to implement the P.E curriculum map effectively and providing them with support to master the content knowledge and content pedagogical knowledge required to teach P.E well.

Support and advise colleagues in the planning, delivery and assessment of P.E.

- Inform colleagues of changes that occur regarding teaching and policy.*
- Provide resources for use by staff that is accessible.*
- Keep up to date with current developments through attending courses and disseminate this information to staff through INSET and informal meetings.*
- Be responsible for auditing resources available for use in all PE activities.*
- Report any broken or 'defect' equipment to the Headteacher.*
- Order/replace any consumables, materials or resources required for the safe delivery of the PE curriculum.*
- Use, share and increase awareness in the teaching of P.E.*
- Monitor the quality, development and delivery of P.E throughout the school.*
- Produce a scheme of work with lesson ideas to support its implementation.*



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- *Ensure that children have the opportunity to become involved in extracurricular clubs to further develop skills and talents.*
- *Monitor completion of risk assessments by staff each term.*

Equality of Opportunity

All children have an equal opportunity to become independently active. The children's needs and interests will be protected regardless of gender, culture, ability, disability or aptitude. All children will be given the opportunity to develop their capability in the attainment targets for P.E. Quality and excellence should be the target for all children. Physical education experiences will reflect the school policy on promoting equal opportunities for all children in terms of organisation, opportunities and access to resources.

Policy Development and Review

This policy document was produced in consultation with the school community, including children, parents, school staff, Governors, LA representatives, community dietitian, school community nurse and local healthy school standards representative.

This Policy will be reviewed on an annual basis.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.