

The Federation of the Church Schools of Shalfleet and Yarmouth

Achieving Together for a Brighter Future



PHYSICAL EDUCATION A STATEMENT OF POLICY

Approved by	TG/SH
Portfolio	Standards
Approved on	Summer 21
Review date	Summer 24
Review Cycle	3 Years

Signed _____ Date _____

Physical Education Policy

The Federation of the Church Schools of Shalfleet and Yarmouth recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport.

Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness.

We offer outdoor education opportunities for children throughout the school. Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school.

Aims:

Physical development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- To appreciate of the value of safe exercise.

Social and emotional development:

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun.
- To develop a sense of fair play.

Cognitive development:

- To develop decision making and problem solving skills.
- To develop reasoning skills.
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.

- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

The PE Curriculum:

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In the Reception Class (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week.

Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities.

Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class.

Safety

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

- Children should dress in shorts, tracksuit bottoms and t-shirts with tracksuits if it is cold.
- Plimsolls or trainers to be worn.
- Jewellery/bands/watches should not be worn.
- Long hair should be tied back and rigid headbands should be removed.
- Children will be trained to lift and carry any apparatus sensibly, under adult supervision.

Safeguarding

All adults working with children in school are to be checked for appropriate CRB/DBS clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs. Children in Year 5 and 6 are not expected to change together.

Equality:

All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Inclusion and Equality Policies.

Records and Assessment:

Assessment **for** learning is made through short term (daily/weekly) observations of children's work, through discussion with the children and through their own self-assessment.