

Mottram Church of England Primary School

Physical Education Policy

*'Mottram CE Primary School is a place with a warm and friendly Christian ethos, which provides all children with a challenging, exciting and stimulating curriculum and where Christian values and teaching underpin all aspects of school life'.*

## **Rationale**

Mottram believes that PE and School Sport are essential to the development of the whole child - academic, social, emotional and physical. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self-esteem. High quality PE at Mottram will provide all children with the inspiration to succeed and excel in competitive sport and other physically demanding activities. It will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. It will provide opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### **1. Aims and objectives**

- 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
- For children to find enjoyment and fun in physical activity
- To promote physical activity and healthy lifestyles the foundations of which will serve children for the rest of their lives
- To develop personal qualities such as self-esteem, leadership skills and motivation, along with social skills and positive attitudes towards others, e.g., teamwork, co-operation, etc.
- To provide opportunities for children to acquire, plan, perform, evaluate and develop a wide range of motor skills, whilst encountering the associated language and terminology
- To meet the statutory requirements laid down in the National Curriculum
- To teach children to recognise and describe how their bodies feel during exercise
- To give children access to at least 2 hours of physical activity every week

### **2. Teaching, learning and planning**

**2.1** We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, competence, skills and understanding and we do this through a mixture of whole class teaching and individual or 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 the other children. Within lessons we give the children the opportunity both to collaborate and compete with and against each other and they have the opportunity to use a large range of resources.

**2.2** In all classes children have a wide range of physical ability, whilst recognising this fact; we provide suitable learning opportunities for all children by matching the challenge of task to the ability of the child. There are many strategies which could be used to achieve these;

- setting common tasks that are open ended and can have a variety of results
- providing a range of challenge through the provision of different resources e.g. different gymnastics equipment
- setting tasks of increasing difficulty
- grouping children by ability and setting tasks for each group e.g. different games

**2.3** PE is a foundation subject in the National Curriculum. We teach multi-skills, games, athletics, gymnastics and dance at Key Stage 1. In Key Stage 2 we teach games, athletics, gymnastics and dance plus swimming and water safety.

**2.4** Dance, games and gymnastic sessions are delivered by both the class teacher and the Tameside Sports Active Coach and planned according to the children's ability.

**2.5** The planning is carried out in three phases long term, medium term and short term, the PE Co-ordinator devises a long term plan in conjunction with teaching colleagues in each year group. We use the Val Sabin scheme of work for dance and the RCS scheme for gymnastics as the basis of our medium term plans; the PE Co-ordinator keeps and reviews these plans. Class teachers are responsible for individual lesson planning and these activities are planned so that they build upon the prior learning of the children.

### **3. EYFS**

**3.1** Physical skills and development are provided for through the continuous outside provision. Children are able to develop and refine their gross motor skills through:

- climbing equipment
- balls, bats and hoops
- bikes and scooters
- These are rotated throughout the week to ensure all skills are mastered.
- Small group PE sessions

**3.2** Physical development in the Foundation Stage also includes both fine and gross motor skills. (See Foundation Stage Development profile).

### **4. Key Stage 1**

**4.1** Children are required to follow a curriculum in which they develop a range of skills:

- Agility, balance and coordination.
- These skills are taught through- dance, games and gymnastics
- Dance also includes- performing, appreciation and evaluation

## 5. Key Stage 2

**5.1** Whilst following a P.E curriculum, the children are applying the skills they have learnt in a variety of different context:

- **Team games**-Fielding, attack and defence.
- **Dance**- performing, appreciation and evaluation.
- **Gymnastics**-both floor work and the use of apparatus.

## 6. P.E Lessons:

**6.1: Teachers and Teaching assistants should ensure that:**

- All lessons are inclusive.
- Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities.
- All lessons have a clear Learning Objective and Success Criteria to support learning.
- Lessons are clearly differentiated to ensure progress for all learners.
- Follow the schools scheme of work.
- Children are assessed.

**6.2: The children should:**

- Have an opportunity to work independently, in pairs, small groups and large teams.
- Evaluate one's own work and the work of others.
- Have an opportunity to try new sports.
  
- Pupils should follow written and verbal instructions accurately.
  
- Follow safety expectation.
  - Safety is further enhanced by emphasis on the following:
    - i. The need to wear correct clothes/equipment.
    - ii. The removal of jewellery.
    - iii. The need to follow rules.
    - iv. How to lift, carry, move and place heavy equipment.
    - v. The need for warm-up and recovery period when exercising.

## 7. P.E Co-ordinator Role.

A named person is appointed to take the lead in overseeing all aspects of P.E in school in line with school policy.

- Provide teaching staff with a curriculum to follow.
- Provide an audit of provision in school and a development plan.
- Provide staff with links to curriculum development.
- Liaise with other members of staff in offering lunchtime opportunities.

- Primary Link Teacher with Tameside School Sports Partnership.
- Liaise with sporting organisations that works with our school.
- Provide a timetable of sporting opportunities throughout the year.
- Provide a structure of how the **Sports Funding** will be used at Mottram CE Primary School to have a sustainable impact upon the attainment and achievement of all children.
- Order equipment and resources.