



# Aston Rowant C+E Primary School

## Physical Education Policy

### Mission Statement

Growing together we inspire each other to achieve our full potential as courageous lifelong learners.

**Date of Policy: September 2023**

**Date of Policy review: September 2026**

Head Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_

Date: \_\_\_\_\_

### INTRODUCTION

This policy is underpinned by our school's vision, which is to provide a nurturing Christian environment that empowers a confidence and aspiration in our school community to grow, enabling individuals to shine. "Physical Education is about pupils learning about themselves: their capabilities, their potential and their limitations. It is the foundation of all sports participation. But it goes beyond the individual and understanding themselves - it's learning how to work with and to respect others". (Lucy Pearson - England Cricketer and Teacher).

Physical Education is a Foundation subject in the National Curriculum. It is a unique opportunity in the school curriculum to develop personal and social relationships in a practical way. It provides opportunities for children to play, to experiment with, and repeat movements with the whole or part of the body and perfect skills both with and without apparatus. Physical Education will play its part, along with other areas of the curriculum, in fostering positive attitudes towards a healthy lifestyle.

### AIMS

To develop 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*. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

### OBJECTIVES

- To work towards at least two hours of curricular physical education in which a broad and balanced programme is provided.
- To provide quality physical activity opportunities both within and outside of curriculum time which:
  - considers the needs and interests of all children;
  - promotes positive attitudes towards PE;
  - increases children's knowledge and understanding of the importance of PE.

**GRATITUDE RESILIENCE OUTREACH WONDER TRUST HARMONY**  
**TEACHING AND LEARNING STRATEGIES**

Throughout their primary school years children are involved in the continuous process of planning, performing and evaluating. This applies to all activities, the greatest emphasis being placed on the child's actual performance aspect of the subject. The following apply to the teaching of Physical Education across key stages 1 and 2 and the Foundation Curriculum.

1. To promote physical activity and healthy lifestyles children are taught
  - (a) to be physically active;
  - (b) to adopt the best possible posture and the appropriate use of the body;
  - (c) to participate in activities that stimulate the whole body including the health of the heart and muscles, encouraging flexibility, strength and endurance;
  - (d) the need for personal hygiene in relation to vigorous physical activity.
2. To develop positive attitudes, children are taught:-
  - (a) to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators;
  - (b) how to cope with success and limitations in performance; (c) to try hard to consolidate performance;
  - (d) to be aware of others and the environment.
3. To ensure safe practice children are taught:-
  - (a) to respond readily to instructions;
  - (b) to recognise and follow relevant rules, codes, etiquette and safety procedures for different activities or events, in both practice and competition situations;
  - (c) about the safety risks of wearing inappropriate clothing, footwear and jewellery, and why particular items of clothing are worn for different activities; (d) how to lift, carry, place and use equipment safely; (e) to warm up for and recover from exercise.

Physical Education is not just confined to organised class periods. Valuable experience is gained when children are at play, and staff on duty at playtimes encourage the development of a variety of physical skills. Each class has two sessions of Physical Education per week between 1½/2 hours in total. The three main areas of PE - Gymnastics, Dance and Games activities - are allocated blocks of time throughout the year. All sessions are taught by a Sports Coaches. This is funded by the PE and Sports Premium. This is the minimum time allocated but children may experience other sessions as appropriate, ie during the summer term when the field area is more suitable for games activities and when further preparation is needed for school events, such as maypole dancing and country dancing for the school fete, and individual/team games for a Sports Day.

Children in the Reception Class will also have other times as deemed appropriate by the class teacher as they develop the prime area of Physical Development. These sessions include large toy play, small apparatus work and directional games. These activities are both indoor and outdoor sessions. All children throughout the year may have additional sessions as decided by the class teacher if appropriate to topic areas and themes.

Different styles of teaching are applied to a range of tasks, it may sometimes be appropriate to work on whole class activities because of the organisational aspects of Physical Education and the necessity to ensure safe practice. Sometimes small group work is appropriate to suit the varied abilities and rates of progression within the class.

Within the range of activities taught some will lend themselves to experiential and experimental methods of learning as in dance and creative activities, whilst others will require a more formal and sequential

approach. Children are given time to work on these activities and repeat sequences and patterns of movement to perfect balance and control of the body.

A variety of teaching strategies may be seen in any one lesson within a sound framework of safety so independent learning can occur. An imaginative environment of equipment or apparatus may be structured by the coach or one set up by the children, with adult supervision, so facilities can be explored and possibilities of movement discussed as group work or whole class discussion.

Opportunities are given to promote observation and in the identifying of particular skills that the coach wishes to work on, perhaps as a whole class, pairs, or group task. Individuals may be given help to achieve particular tasks where skills are still developing, ie a younger child may need support whilst crossing a bench.

## **CONTENT**

In each year of Key Stage 1 and 2 the children are taught the three areas of activity: Games, Gymnastic Activities, and Dance, as required to comply with the National Curriculum orders. These are delivered using indoor and outdoor environments where appropriate. The Governors of the school have chosen not to include swimming as part of the curriculum for Key Stage 1, but this is introduced in KS2.

Throughout the school, children are taught about changes that occur to their bodies as they exercise and to recognise the short-term effects of exercise on the body. In the Reception Class much of the work is experimental and discovering what can be done in the three main areas taught. More formal approaches occur later in the Reception Year leading to Key Stage 1 Programmes of Study.

### **1. GAMES**

Children are taught to use a variety of equipment. They will explore, practice and develop methods of sending (throwing) receiving and travelling with a ball and other similar games equipment. Simple games, including some competitive games will be taught playing as individuals, and, when ready in pairs and in small groups. They will experience elements of games play that include running, chasing, dodging, with an awareness of space and other players. They will make up and play games in small groups which will require simple rules.

At KS2 team games in and out of school hours will be encouraged and competitive elements will be introduced.

An annual Inter-House cross-country takes place where the whole school takes part and every contributes to the winning House.

### **2. GYMNASTIC ACTIVITIES**

Children are taught the experience of locomotion-travelling, turning, rolling, jumping, balancing, climbing and vaulting both on the floor and using apparatus. They will be taught how to link a series of actions both on the floor and using apparatus, and how to repeat them. Before going onto the apparatus, children will work on floor routines in preparation for the larger apparatus tasks.

### **3. DANCE**

Children learn to develop control, poise, balance and elevation in the basic actions of travelling, jumping, turning, gesture and stillness. They will perform movements or patterns, including some from existing dance traditions. They will explore moods and feelings, and develop a response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and level. This is a valuable acquisition of knowledge and an appreciation of the tradition and cultural development of our own and other countries.

#### **4. CROSS CURRICULAR LINKS**

Physical Education is incorporated into many aspects of the curriculum, eg Language, Art, Drama, Maths and Science. These links will be identified in lesson plans.

#### **ASSESSMENT, CONTINUITY AND PROGRESSION**

Children are acquiring and developing skills at different rates and at different stages in their first school years. To ensure appropriate progression between year groups. Monitoring children's improvement includes:

- assessment criteria in lesson plans;
- coach observations of performances; • children responses;
- peer assessment.
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Comments about PE are reported annually to parents. This will inform future planning.

#### **SPECIAL EDUCATIONAL NEEDS (SEND)**

The Programme of Study is taught to all children in ways appropriate to their abilities. For any child who may need other provision, material will be selected from earlier or later levels where necessary to enable all children to progress and demonstrate achievement. Such material would be presented in contexts suitable to the child's age. Appropriate provision will be made for those children who need activities to be adapted in order to participate in Physical Education. The achievements of all children are maximised by providing a range of tasks with differing degrees of difficulty, a range of resources, different pace and support when necessary.

Talented children are recognised and appropriate challenges are set for these children and they are encouraged to participate in out-of-school clubs.

Children who need medication prior to, or following, physical activity are catered for by LSAs.

#### **EQUAL OPPORTUNITIES**

All children will have access to the Areas of Activity regardless of gender. Games skills will include mixed groups of boys and girls.

#### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL**

Development in SMSC will take place across all curriculum areas. Within all curricular activities, children will be encouraged to reflect on the significance of what they are learning, to recognise any challenges to their own attitudes and lifestyle, and to recognise a spiritual dimension to their lives.

#### **LEADERSHIP**

At Aston Rowant Church of England Primary School, our PE Subject Leader is responsible for coordinating the delivery of the PE curriculum, monitoring its effectiveness, and implementing improvements. The Subject Leader works closely with senior leaders and coaches to ensure that PE is given due priority.

#### **PARTNERSHIPS AND COMMUNITY ENGAGEMENT**

**Links with Sports Clubs and Organizations:** We actively seek partnerships with local sports clubs, national governing bodies, and other organizations to enrich our PE provision. These partnerships provide expert coaching, access to facilities, and opportunities for students to participate in competitive sports events or

introduce new sports i.e. archery. Our annual PE Enrichment week enables children to have experts come in and teach new sports.

**Parental Involvement:** We recognize the vital role parents and guardians play in supporting their child's physical development and enjoyment of PE. We encourage parental involvement through regular communication, sharing of resources, and inviting them as spectators or helpers during school sports events or extracurricular activities.

## **HEALTH & SAFETY**

**Risk Assessment:** We conduct regular comprehensive risk assessments of all PE activities and facilities to ensure the safety and well-being of our students. Risk assessments are reviewed and updated as necessary, with particular attention to activities involving hazardous equipment or outdoor adventurous activities. Children will be taught to move with consideration towards others. They will experience the necessity to assess strength of movement and degrees of speed when moving alongside each other.

They will be taught how to handle large apparatus, eg lifting and carrying, and also the rules adhering to the use of small equipment in confined spaces.

In Reception:

- 6 or more children to carry benches
- 6 or more children to carry small mats
- 8 or more children to carry large mats
- 4 or more children to carry trestles
- 4 or more children and an adult to carry box top

In Years 1 and 2, there should be no less than:

- 4 children to a bench
- 4 children to a small mat
- 6 children to a large mat
- 3 children to trestles
- 4 children to box

In Key Stage 2:

- 4 children to a bench
- 2 children to small mat
- 4 children to large mat
- 3 children to trestles
- 4 children to box

All children should be taught to put out and pack away the wall bars. Reception children will need supervision.

Gymnastic mats are provided for comfort and as a piece of apparatus in their own right and not to safeguard children working on apparatus. However, children will be encouraged to use these mats correctly in order to ensure the maximum safety level possible. Children will be taught how to treat all apparatus in the correct way and to pack it and store it away as appropriate. (Adults will check all equipment before use and at the end of the lesson when it is put away). Basic rules regarding behaviour

within PE lessons are expected. These include stopping immediately in response to a command and never using a piece of equipment without being told.

The appropriate clothing for Physical Education is given in the School Prospectus including shorts, shirts and footwear. Shirts should be tucked into shorts for all PE activities. Long hair must be tied back and hair adornments must not be worn for PE. All jewellery must be removed including ear-rings, or these must be covered prior to the lesson.

Children are encouraged to develop an attitude of independence in changing and in bringing their kit for each lesson. Younger children are assisted by the Learning Support Assistant where necessary and the Class Teacher. Children are also encouraged to help one another where possible. Coaches wear clothing and footwear appropriate to the activity.

**Safeguarding:** Safeguarding protocols are followed rigorously during PE lessons, extracurricular activities, and off-site visits. All staff are trained to recognize signs of abuse and are aware of the school's safeguarding policies and procedures.

## **EXTRA CURRICULAR ACTIVITIES**

These may change annually and may include: basketball, football, gymnastics, athletics, multi-skills and other sports agreed by the school. These clubs are held at a lunch-time or after school for all year groups with all children encouraged to attend. All coaches are checked for the following before they have contact with the children:

- DBS;
- Insurance
- Qualifications – Coaching and First Aid

A member of staff is always on the premises during 'club' times.

## **RESOURCES**

1. Large grassed area - well maintained as a level surface by frequent mowing. This area is used throughout the summer months as long as the grass is dry, and at other times of the year when suitable. Football goals are available on this area.  
An athletics track is marked out in the Summer Term.  
Large playground area which has a clean smooth surface - which is used all year when weather permits.  
Playground markings encourage games and activities; some of these can be used in the teaching of other curriculum areas for example a 100 square can be used in Maths lessons.
2. Hall which is clear of furniture, surface is clean and dry (non-slip). The hall is adequately ventilated.
3. Indoor storage cupboard, outdoor shed.

### Large equipment

Wall bars - fixed

Maypole

6 gymnastic mats

4 shape mats

6 trestles

1 sectioned vaulting box

2 football goals

Netball posts

1 slide  
3 benches

#### Small equipment

Hockey Sticks

Cones

Markers

Cricket bats

Quoits

Small balls

Large balls

Skittles

Catch mitts

Catch cups and balls

Stepping stones

Net

Tennis Rackets

Hoops

Rounders bats

Rugby balls

Skipping ropes

Medium balls

Bats

Bean bags

Foam discus

Pump

Parachute and games

Resources for Dance.

CDS/Tapes - movement and dance (main cupboard) including country dance/maypole dancing material, and accompanying instruction booklets.

Suitable music CDs.

## **APPENDIX I**

### Physical Activity

The children are encouraged to be active at playtimes and lunchtimes. Football is played at the top end of the playground in the winter, and with nets on the field in the summer. When the field is in use a selection of small equipment – ropes, hoops, small balls – is available to all children and is stored in the shed. The netball posts are also available.

Every Friday the whole school participates in skipping for 2 minutes. Children have access to their own skipping rope and can practice 1 advance of Friday. Each week the score is documented and children can see how their fitness is progressing.