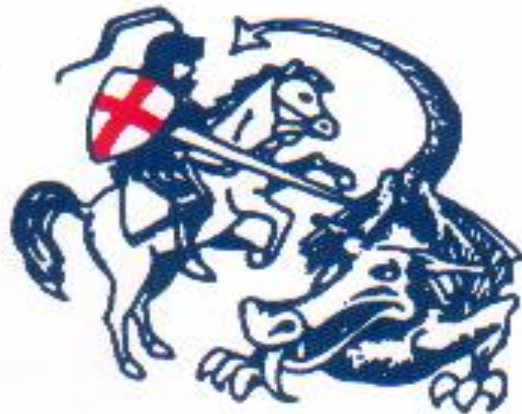


# **P.E. Policy**

**St George's CEP School  
Wrotham  
Kent**



**September 2021**

## Philosophy

At St George's, we believe that sport and P.E. play an important role in the way a child develops, physically, socially, emotionally, and intellectually. We are a Church of England Primary and use P.E. to embrace our Christian values of Respect, Courage, Kindness, Forgiveness, Honesty, and Hope, as well as developing our own 'Olympian Ethos'.

We aim to enable children to become physically educated by giving them the opportunity to:

- Develop physical and cognitive competence
- Plan and evaluate performance
- Develop positive attitudes towards sport and healthy living
- Understand safe practice
- Take part in competitive sport

## Objectives

Our objectives are derived from the opportunities that we hope to give to children.

### **Develop physical and cognitive competence**

- Know about factors which influence efficient and effective performance
- Practice and consolidate movement concepts and motor skills in dance, games, and gymnastics. In KS2 pupils will also experience athletics, outdoor and adventurous activities, net/wall games, target games and swimming in addition to the core programme

### **Plan and evaluate performance**

- Know how to improve their own performance and that of others by engaging in the continual process of reflection, selection, refinement, adapting and evaluation

### **Develop positive attitudes towards sport and healthy living**

- Understand the effects of exercise on the body
- Select and engage in appropriate, regular physical activity
- Be aware of opportunities in local clubs and the community
- Understand, exhibit and show appreciation of 'Olympian Values' (such as sportsmanship, perseverance) and Christian Values (including respect and courage)

### **Understand safe practice**

- Understand the importance of routine procedures and factors which affect safety
- Appreciate the principles of safe practice and take responsibility for personal actions

### **Take part in competitive sport**

- Learn about rules and tactics in P.E. at appropriate season times to ensure children are confident to compete
- Frequently take part in competitive fixtures and competitions

## **Teaching, Learning and Planning**

### **Planning**

The national curriculum will be the basis of our Physical Education programme. This programme will include a variety of individual, team, cooperative and competitive activities, which will allow pupils to work and play together. To ensure that children are confident in a sporting environment and competition ready, long term plans are tailored to cover different sports at different times of the year. Long term plans also ensure that there is full coverage of activity types and skills.

Short term planning is taken from the Greenacre Sports Partnership schemes of work and adapted to meet the needs of each class.

Teachers will address the need for creative, interpretative, imaginative, social, cultural, aesthetic, moral and physical skills to be practiced and mastered.

Teachers will encourage, inspire, direct, let go, observe, help, counsel, advise, instruct, prepare, lead, appraise, manage, control, facilitate, guide and nurture pupils' strengths and gifts.

## Differentiation and Special Needs

When planning and selecting materials, tasks, resources and teaching styles we will take into account the needs of all pupils in terms of abilities and stages of development.

Pupils with special educational needs will be entitled to the same access to physical education as their peers. In planning lessons teachers will identify challenge for all pupils, modifying and adapting the task and/or equipment to include the least able child and stretch the most able. Teachers will liaise with the SENCO and additional adult support will be sought if needed.

## Cross-Curricular Skills and Links

Physical education offers an added dimension to the whole school curriculum and the wider life of the school, for example, in health education; citizenship; literacy, numeracy and language skills; and in personal and social education. The dance element of physical education will also enrich, complement and intensify experiences within the arts curriculum. Teachers will give pupils opportunities to use ICT to support and develop their learning, data handling, research and retrieval skills.

## Equal Opportunities

All pupils regardless of race, gender, ability, social origins or size are entitled to be included and be successful in physical education. All pupils have equality of opportunity in respect of curriculum balance, curriculum time, extra-curricular involvement and use of resources and facilities. Our policy is to enable all our pupils to experience success, not failure. Sensitive and informed grouping of pupils e.g. in mentor, ability and random groups, will ensure all pupils will contribute, be actively and physically involved and be challenged appropriately. Resources are appropriate for the range of abilities.

## Health and Safety

All routine procedures relating to safe practice are agreed and will be consistently adhered to by all teachers and support staff.

It is essential that pupils be taught essential life skills to enable them to participate safely and confidently in physical activity. Pupils are expected to work in a safe manner and be aware of what this means.

All teachers will plan their work with the safety of pupils in mind. The physical education coordinator will support the teacher, Headteacher and governors to undertake a risk assessment of activities and plan INSET for teachers if needed.

### Assessment and Evaluation

Pupils will receive ongoing evaluation from themselves, their peers and from teachers. These assessments will be related to learning objectives and success criteria in the form of a gold, silver or bronze award (above average, average, below average) so that the children can clearly see what is expected and can self-evaluate for improvement.

Assessment will be recorded twice termly and will be checked by the subject leader. This will be completed using the Greenacre Sports Partnership assessment trackers.

### Management and Administration

Annual meetings will be held to review the needs of physical education. Research, personal development and training needs of staff will be discussed.

### Role of the curriculum coordinator

The physical education coordinator will organize and lead these meetings. The subject manager is responsible for developing a long-term curriculum plan for physical education. This is matched to the programme of study.

Refer to Job Descriptions for details.

Funding for physical education will be within the school budget plan for each financial year. In addition, funding will be used from the Sports Premium allowance given to primary schools to enhance P.E opportunities for children and engage those with less interest in sport.

Equipment is easily accessible and regularly checked and maintained. Resources are stored safely and securely. The subject manager plans this. Any shortages,

breakages or damage will be reported immediately to the physical education subject manager and taken out of use if presenting a danger.

### Review

The physical education subject leader will monitor physical education teaching in all year groups on a yearly basis.

The effectiveness of the physical education curriculum will be evaluated in discussions with the Headteacher, key stage coordinator and the physical education subject manager. Resources, teaching methods and needs should be identified and priorities for in-service support and/or external review should be established.

This evaluation will form the basis for an action plan that will inform the school development plan.

**Policy reviewed and update in September 2021 by Tracey Burton- P.E.  
Subject Leader**