

RED ROSE SCHOOL PHYSICAL EDUCATION POLICY

Updated: October 2017

All policies are to be read in conjunction with the School's statement of its goals (Sec1 Chap1), ethos (Sec1 Chap3) and curriculum planning (Sec3 Chap4). This policy outlines the purpose, nature and management of the Physical Education (PE) taught at Red Rose School.

THE IMPORTANCE OF PHYSICAL EDUCATION

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Descriptors in gDrive.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively such as front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.

Key stage 3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games such as

badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis

- develop their technique and improve their performance in other competitive sports such as athletics and gymnastics
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

Key stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Pupils should be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games such as badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis
- develop their technique and improve their performance in other competitive sports such as athletics and gymnastics, or other physical activities such as dance
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

TEACHING

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

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- √ setting common tasks that are open-ended and can have a variety of results
- √ setting tasks of increasing difficulty, where not all children complete all tasks
- √ grouping children by ability and setting different tasks for each group
- √ providing a range of challenge through the provision of different resources

CURRICULUM PLANNING

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. Water safety and life savings activities are part of the curriculum.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. Short term plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

CONTRIBUTION OF PE TO TEACHING IN OTHER CURRICULUM AREAS

Literacy

PE contributes to the teaching of Literacy in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

RESOURCES

For our timetabled PE lessons we use the YMCA gymnasium, a local swimming pool and the school hall. In addition, we have direct access to the beach area and the local park. All the wide range of resources needed to support the teaching of PE across the school are provided by the YMCA. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The playground has additional equipment such as basketball and a skate ramp.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. No jewellery is to be worn for any physical activity.

ASSESSMENT AND RECORDING

Our pupils undertake AQA Unit Awards.

EMBEDDING PERSONAL LEARNING AND THINKING SKILLS - HOW WILL WE KNOW WHEN WE ARE ACHIEVING OUR AIMS?

In planning for progression, it is important to develop a clear picture of how learners demonstrate PLTS in the context of teaching and learning in physical education and how those skills can raise achievement in this subject. For example, learners may demonstrate that they are:

- ✓ making personal choices about their learning and identifying ways to improve their work, for example by selecting their own physical activity and setting their own performance targets

- ✓ transferring and extending their understanding across a range of activities, for example from a competitive activity to a challenge type context
- ✓ drawing on their own experiences and making connections between activities in school, at home and in the wider community, for example to value a healthier lifestyle
- ✓ engaging with and applying their competence beyond school contexts for a specific purpose, for example to participate in a national competition or community project.