

Holymead Primary School

Physical Education Policy

Introduction

Holymead Primary School recognises the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

Intention

Being physically active leads to good physical health and mental well-being. Our intention is to provide opportunities to educate minds, develop healthy bodies and promote positive attitudes towards lifetime physical activity, fitness and sports skills. We will do this by leading a range of activities to enthuse, encourage and challenge everyone, allowing them to be successful at all levels.

Aims

We aim to provide a high quality physical education curriculum which inspires all children to:

- develop competence to excel in a broad range of physical activities;
- be physically active for sustained periods of time;
- engage in competitive sports and activities;
- lead healthy, active lives;
- find enjoyment in sport and physical activity, not only in school, but as part of everyday life;
- find a physical activity that they enjoy taking part in, whether that is through a team sport or an individual activity.

The PE Curriculum

At Holymead, we use the REAL PE scheme of work for the majority of our lessons. In KS2 some of the PE lessons are delivered by a sports specialist coach who follows the same progression skills as the REAL PE but delivers them through sport-specific lessons. In Year 5 children have a Unit of lessons based on 'Leaders' which is a multi-ability unit that allows them to develop their leadership skills and then children are then picked to become play leaders on the KS1 site based on their suitability from this unit.

Real PE is a unique, child-centred approach. Its aim is to transform how we teach PE to engage and challenge every child in our school. It is not sport –specific but instead focusses on the whole child and enables them to develop their physical development alongside multi ability skills:

It focuses on the fundamental movement skills of a child's physical development:

- * Agility
- * Balance
- * Coordination

Real PE develops the whole child; each term there is a multi-ability focus that the lessons centre upon:

- * Personal
- * Social
- * Cognitive
- * Creative
- * Physical
- * Health and Fitness

Swimming

Swimming and water safety is taught in Year 3, 4 and 5 they have 2 terms of teaching per year.

Curriculum Differentiation

When teaching the fundamental movement skills to pupils, the REAL PE scheme uses different colours to show the different levels of difficulty of that particular skill and teachers can use this to differentiate in their lessons to challenge or support. In other activities, the scheme also uses the language of 'tricky', 'trickier' and 'trickiest' challenges which, again, can be used to support or challenge the children in that particular skill/area.

Staffing/Staff Development

Each class teacher will take responsibility for planning and teaching the PE curriculum for their class. This will involve using the REAL PE lesson plans and resources and utilising that in their teaching. It is intended that all staff, where relevant, will take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. We are part of the REAL PE legacy which means we have a programme of staff CPD that we are utilising to further staff's confidence in the subject and the scheme. It is further intended that staff should be comfortable and competent in the area of activity being taught. Where additional support is required this will be provided by either the subject leader, specialist sports coaches or outside providers through training.

Safety and Safeguarding

In order to minimise the risk of injury and to protect the children and adults that take part in and support out of school learning:

- All staff must read the PE risk assessment, which is written in association with Safe Practice in Physical Education and School sport (AFPE).

Equality

All aspects of PE will be taught in such a way as to include all children regardless of their special needs, gender, background, culture or physical ability. Learning objectives will be set in line with the school's Special Needs and Equality Policies.

Assessment

Effective assessment in physical education engages supports and motivates pupils to become competent, confident, creative and reflective movers. It can support and encourage young people to work together in order to excel in physically demanding and competitive activities (AFPE).

Teachers have termly, PE specific, marking sheets with the specific fundamental movement skills and multi-ability cog skills for that term listed on there. Teachers use the marking sheet to assess their children on a termly basis. There is also opportunity to write extra information on the marking sheets such as: Pupil Premium children, SEN, Participation etc.

School Sports Partnership (SSP)

The school is a member of the Ashton Park School Sport Partnership (APSSP) and, as such, has access to curricular support, competitive opportunities for pupils, opportunities to be inspired by sporting ambassadors, and training for staff via the partnership.

Sports coach

The school employs a coach to improve the quality of sporting experiences for pupils through sport-specific lessons in KS2 and to enhance lunch time and extra-curricular opportunities. Staff have opportunities to observe from the sports coach and learn good practice and new skills.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject Leader. The work of the Subject Leader also involves supporting colleagues in their teaching, being informed about current developments in the subject and providing a strategic lead and direction for PE in the school. The Subject Leader gives the Headteacher an annual summary report in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement. The PE Subject Leader has specially allocated management time in order to review evidence of the children's work and to undertake lesson observations of PE across the school.

The policy will be reviewed at least every two years.

Dated: March 2023

Review: April 2025



UNICEF CRC Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

UNICEF CRC Article 29

Education must develop every child's personality, talents and abilities to the full.