



Airedale Junior School
'Aspire - Believe - Achieve'
Physical Education Policy June 2017



Rationale

Physical education, when experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's physical and emotional health development and well-being.

Physical education develops pupil's physical competence and confidence and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. It provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in teams. It promotes positive attitudes towards active and healthy lifestyles.

Aims

PE develops 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.

Purpose of study

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.

Curriculum 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.

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.



Airedale Junior School
'Aspire - Believe - Achieve'
Physical Education Policy June 2017



Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, 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.

PE Curriculum Map

Year 3	Dance Multi-skills	Dance Invasion Games	Gymnastics Invasion Games	Gymnastics Net&Wall	Athletics Striking & Fielding	Athletics Striking & Fielding
Year 4	Dance Multi-skills	Gymnastics Invasion Games	Dance Invasion Games	Functional fitness Invasion Games	Circuits Net&Wall	Athletics Striking & Fielding
Year 5	Gymnastics Invasion Games	Functional Fitness Invasion Games	Dance Invasion Games	Gymnastics Net&Wall	Circuits Athletics	Athletics Striking & Fielding
Year 6	Fitness Invasion Games	Circuits Invasion Games	Gymnastics Invasion Games	Dance Net&Wall	Athletics Striking & Fielding	Athletics Striking & Fielding

Teaching and learning style

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 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 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.



Airedale Junior School
'Aspire - Believe - Achieve'
Physical Education Policy June 2017



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 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 (e.g. timed events, such as an 80 m sprint);
- Setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- Grouping children by ability, and setting different tasks for each group (e.g. different games);
- Providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

Curriculum Planning

PE is a foundation subject in the National Curriculum. Our school uses the Val Sabin scheme of work as the basis for its curriculum planning in PE. We have adapted the scheme to the circumstances of the school.

In Key Stage 2, we teach compulsory dance, games and gymnastics, swimming and water safety, and athletics. The school organise annual visits to Cliffe House in year 4 and Robin Wood in year 6 to cover the content of the outdoor and adventure activities. Swimming and water safety takes place in year 5.

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. The PE subject leaders devise this plan in conjunction with teaching colleagues in each year group.

We use the Val Sabin scheme of work as the basis for our medium-term plans. This gives details of each unit of work for each year group. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leaders and HOY's keep and review these plans.

Class teachers complete a daily plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader try to discuss them on an informal basis.

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 progression planned into



Airedale Junior School
'Aspire - Believe - Achieve'
Physical Education Policy June 2017



the scheme of work, so that the children are increasingly challenged as they move up through the school.

Parents and carers will be informed which PE activities are led by approved instructors and not directly by a member of teaching staff.

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, feel before, during and after exercise, and to discuss how they might improve theirs' and others' performance.

Mathematics

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.

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 in which 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 cooperate 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.

PE and ICT

Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. 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 performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during outdoor activities.



Airedale Junior School
'Aspire - Believe - Achieve'
Physical Education Policy June 2017



Inclusion

We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - equipment, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected attainment. This helps to ensure that our teaching is matched to the child's needs.

Intervention can lead to the creation of a one-page profile (OPP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Resources

There are a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the indoor gym store unless specifically used outside where it can be located in the outdoor store. A key can be found with SR or in the main school office. Please note: this is accessible to children only under adult supervision. The gym contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field and playgrounds for games and athletics activities, and the local swimming pool for swimming lessons. List of resources and their location in the leaders file and on the door of each location.



Airedale Junior School
'Aspire - Believe - Achieve'
Physical Education Policy June 2017



Assessment

Assessment should:

- Be formative and summative
- Be used to inform the teacher for future planning
- Promote continuity and progression
- Form the basis for reporting to parents
- Be based on observation, participation and written outcomes

The National Curriculum has no prescribed test for PE. However, assessments are made towards the end of each unit of work. Ongoing peer critique for group work takes place as well as teacher assessments at the end of each half term.

Class teachers are responsible for recording achievement of children working below, at or above age related expectations for their age. All staff at Airedale Junior School strive to ensure that our children reach their full potential in PE and that they understand and enjoy their experiences. They ensure that tasks are differentiated appropriately to match the needs of all pupils, including those with Special Educational Needs. We have a tracking system within school, to follow and accelerate pupils' progress. The school PE coordinator monitors progress through the school by sampling children's work at regular intervals.

Monitoring and evaluation

Throughout the term/year a range of monitoring activities are conducted in-line with the school's monitoring calendar such as: lesson observations/drop-ins, book/work scrutiny, pupil voice, display audits alongside data analysis. This enables the PE leader to constantly monitor their subject area, identify needs for CPD and/or peer support, while keeping abreast of standards in PE across school.

Health and safety

It is the general teaching requirement for health and safety that applies to this subject taken from 'Safe Practice in Physical Education and Sport'. 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. The governing body expects the teachers to set a good example by wearing appropriate clothing and taking off their jewellery when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity including earrings. Teachers are expected to check all apparatus and the area P.E. is taking place for any potential health and safety issues and adapt their lessons/ or make the children aware before starting.



Airedale Junior School
'Aspire - Believe - Achieve'
Physical Education Policy June 2017



Risk assessment in P.E.: the school has a risk assessment based on the Safe Practice in Physical Education and Sport. Members of staff will complete online 'Evolve' risk assessments for all sporting events which are checked by the DHT + HT.

Extra-curricular activities

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

(Some extra-curricular clubs are charged to parents E.g Functional Fitness, cheer leading)

Opportunities for Competitions

Inter-school: Airedale Juniors are members of the Airedale Academy Pyramid and have good links with clubs. We enter level 2 school sports competitions such as: netball, football, cricket, tag rugby, rounders and athletics, upon successful outcomes from level 2 the school then participate in level 3 Sport through developed links with West Yorkshire Sports.

Intra-school: Children experience competitive games in PE lessons. We have an annual Sports day where the children compete against their own class for House Points.