



# **Physical Education 2018**

This policy should be read in line with The National Curriculum in England: Primary Curriculum  
<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

**Joe Rainford**

## **The National Curriculum in England (2014)**

### **The Importance of Teaching Physical Education**

The National Curriculum (2014), clearly states that the teaching of Physical Education is an essential, quoting that,

*"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."* (p.198)

John Clifford School recognises the vital role Physical Education plays in the child's physical, cognitive, social and emotional development. Physical Education and sport are used to help children gain important knowledge and understanding about making healthy-lifestyle choices in order for them to lead happy, healthy, active lives in the future.

### **Aims and Purposes**

At John Clifford School, Physical Education is taught in line with the National Curriculum (2014) and 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.

### **Equality of Access and Differentiation**

Physical Education is taught within the guidelines of the Chilwell Family of Schools Equality Policy. The Equality Act 2010, introduced the term 'protected characteristic' to refer to aspects of a person's identity explicitly protected from discrimination. Nine protected characteristics are identified:

- Race
- Disability
- Gender

- Age
- Sexual orientation
- Religion and belief
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement and to promote the individuality of all our pupils irrespective of ethnicity, attainment, age, disability, gender or background.

All children have learning needs, including SEND and Gifted and Talented.

Our aim is to ensure that PE materials (including books, images of role models, magazines, newspapers and online PE resources) in school:

- are from a range of cultures, countries and religions;
- are not stereotypical in their depiction of different cultures, countries, religions, race, beliefs, gender, age, and abilities;
- reflect accurately a range of cultures, identities and lifestyles.

All staff have a responsibility for ensuring that PE materials are checked and monitored before use to ensure they meet these criteria.

### **Our School Curriculum: Key Areas of Focus**

#### **Physical Education in Foundation Stage: Physical Development**

In the Early Years Foundation Stage, children develop fundamental movement skills such as agility, balance, coordination, running, jumping, throwing and catching.

#### **Physical Education in 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.

### Physical Education in 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 [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.

## **The Teaching of Physical Education**

At John Clifford School, physical education lessons are used to develop the children's skills in line with the National Curriculum (2014). Children will develop fundamental movement skills (such as balance, agility, running and jumping) that will increase in difficulty and complexity. Competition (either against themselves or others) and collaboration is used in all Physical Education lessons to help children understand values such as fair play and respect. Children are challenged to improve by recognising success and evaluating their own performance. We understand the importance of physical fitness, health and well-being and this underpins all Physical Education lessons. Every child will participate in at least one hour of physical education per week, with KS1 children participating in two hours per week.

## **Planning and Evaluation**

All teachers are responsible for planning, teaching and evaluating Physical Education lessons. The National Curriculum (2014) stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a term or half term. The more detailed weekly/fortnightly short-term planning will focus on the teaching process.

## **Assessment, Recording and Reporting**

Throughout the school, pupils are assessed formatively and continually by the class teacher in how Physical Education lessons develop their fundamental movement skills, communication and collaborative skills and how they apply tactics such as attacking and defending in game situations.

Pupil progress is reported to parents during teacher-parent meetings in both the autumn and spring term and during end-of-year reports, where each child is given a grade from A-E for both attainment and effort.

## **Extra-curricular Activities and Competitions**

John Clifford School provides a range of extra-curricular PE related activities including netball, football, dance, gymnastics, judo and multi-skills activities delivered during lunch time and after school. These are either led by members of school staff or are delivered by an outside agency funded by Sports Premium

Funding as seen fit by the named PE coordinator. As a school, we seek to engage more children in extra-curricular sporting clubs and we endeavour to target specific groups of children, such as those who are eligible for pupil premium and the less active, whilst also ensuring children of all ages are able to access extra-curricular activities.

The school plays regular fixtures against other local schools and participates in area knockout competitions and inclusion festivals. This competitive element is key to our teaching and the team games allow children to put into practice the skills that they have developed in their lessons and extra-curricular sessions. These opportunities aim to foster a sense of team spirit and co-operation amongst our children, as well as further embedding the importance of fair play and respect.

### **Links with Other Subjects**

Physical Education is linked to other subjects including Science (body parts, muscles, heart rate and the circulatory system, effects of warm-up and cool-down), Maths (directions, counting, measuring, data handling), PSHE (fair play, respect, communication, collaboration). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas, as well as being used to demonstrate exemplary performance.

### **The Role of the Physical Education Leader**

At John Clifford School, the Leader for Physical Education is Joe Rainford. His role within school in leading Physical Education is to:

- Inspire others to teach Physical Education in a practical, engaging and challenging way.
- Monitor the effectiveness of Physical Education within the school.
- Support teachers in their planning of sequences of Physical Education lessons.
- Keep up to date with any new, relevant government documents and disseminate new information.
- Ensure continuity and improvement of the teaching and learning of physical education across the school by monitoring and professional development opportunities.

- Coordinate the spending of the Physical Education Premium Funding, with the support of the Headteacher and School Business Manager, ensuring all children benefit from the increased funding.

### **Resources**

John Clifford School uses several resources for the teaching of Physical Education and these are stored both the outdoor shed and under-stairs cupboard. These resources are audited by the Leader of Physical Education in conjunction with requests from staff and needs of the children.

### **Risk Assessment**

Teachers assess all activities and resources used in lessons in terms of the possible risk they may pose to children and adults. Specific risk assessments are carried out for activities where the class teacher deems there to be a risk. All lessons are planned in line with the school's Risk Assessment Policy. All equipment is checked once a year by Sportsafe.

This policy was written in Spring Term 2018 and will be reviewed Spring Term 2019.