



Physical Education Policy Statement

Children at Grindleford School will enjoy a rich variety of experiences in Physical Education. Opportunities will be provided which will enable them to plan, participate in and evaluate work appropriate to their age and their needs.

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. PE develops pupils' physical competence and confidence in their own abilities.

Gaining knowledge and understanding and developing a range of social skills are considered important aspects of Physical Education, as well as improving the physical skills, health and fitness of our children. Children are able to discover their aptitudes, abilities and preferences, and how to make choices about getting involved in lifelong physical activity.

Additionally, we will encourage everyone in our care to adopt a lifelong commitment to a healthy, active and enjoyable lifestyle.

Statement of Intent

1. To encourage pupils to learn the process of planning, performing and evaluating, within a variety of activities.
2. To develop an understanding of the importance of exercise in maintaining a healthy and active lifestyle by promoting positive attitudes towards health, hygiene and fitness.
3. To develop psycho-motor skills by providing opportunities to select, refine and adapt movements.
4. To maintain and increase physical mobility and flexibility.
5. To develop stamina and strength.
6. To help pupils develop the ability to appreciate the aesthetic qualities of movement.
7. To encourage pupils to develop the appreciation of the concepts of fair play, honest competition and good character.
8. To enable pupils to develop the capacity to maintain interest and to persevere to achieve success.
9. To develop self-confidence through understanding the capabilities and limitations of oneself and others.
10. To equip pupils with the vocabulary and the confidence to suggest ways to improve their own and others' performances.
11. To give opportunities for pupils to compete and/or co-operate in a safe environment.
12. To develop awareness of basic safety practises such as: wearing appropriate clothing; listening attentively and following instructions; handling equipment safely; preparing for strenuous exercise; concentrating on tasks and considering others.
13. To develop leadership skills and the ability to plan sessions through Sports Leaders programme in upper KS2.



Throughout the Physical Education program, we will aim to promote enthusiasm and develop a sense of commitment, competition and also fair play.

Implementation

Grindleford School will deliver two hours of High Quality Physical Education within the weekly curriculum timetable. In addition to this, we will aim to provide other sports provisions beyond the curriculum, delivered through a range of school, community, private, voluntary and club providers.

Forest School sessions are delivered on a rota basis to all children in the infant classes; this activity will replace one of the PE sessions within that week for that group of children.

Swimming will be timetabled for all children during their time in the junior classes. This activity will replace one of the PE sessions within that week for that class.

Teaching and Learning Style (including special educational needs)

All pupils shall have the same access to the subject, regardless of their gender, disability, race or cultural background. Pupils shall have opportunities to study physical activities from multi-cultural sources. All pupils should be provided with learning experiences that are aimed to enable them to experience success and enjoyment, gain confidence and acquire competence.

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, e.g. timed or measured events such as sprint;
- grouping children by ability, where appropriate or necessary, 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 at various heights.
- 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.
- At EYFS and KS1 we develop the children's fundamental movement skills through the compulsory elements of Dance and Games, as well as using gymnastics to develop agility, balance and co-ordination. As required in Key Stage 2 we teach compulsory dance, games and Outdoor Adventurous Activities plus three other activities: swimming and water safety, athletics and gymnastics
- The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term overview maps out the PE activities covered in each term.
- Our medium-term plans, 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. The subject leader keeps and reviews these plans.
- Short term plans (weekly plan) cater for each PE lesson. These 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.

- Yr5/6 have the opportunity to participate in the Sports Leaders Programme and assist with planning, organisation and delivery of lunchtime activities for younger children; responsibilities for playtime equipment and helping organise teams for SSP competitions.

Exceptional children

The PE curriculum should fulfil the needs the needs of all pupils. The emphasis of our PE curriculum is on inclusion for all children. Where pupils show specific learning talents in PE then specialist support may be necessary that of which is beyond the school may be able to provide. Lessons provide good quality experiences that are suitably challenging for all pupils. When the occasion arises, staff make the effort to point very able children towards specific sports opportunities in the wider community.

Impact of Learning and Teaching

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 other children and we encourage them to evaluate their own work as well as the work of others. Within lessons we give the children the opportunity both to collaborate, compete and assess their work with each other, and they have the opportunity to use a wide range of resources. The school subscribe to GetSet4PE for lesson plans and SoW that follow the curriculum.

All classes will have a medium term plan for the year in order to understand what is to be covered which is taken directly from the school PE overview. Short term plans for each lesson detail how it will be: taught, differentiated and how opportunities for competition as well as peer and self-assessment will take place. Within each PE lesson the children should be active at all times to ensure they gain the most out of their experience within this subject.

Good lessons should contain the following:

- Clear aims and outcomes which are explained at the beginning of the lesson. These should link with the progression of the unit of work and should work towards an area of the curriculum as an outcome.
- Pupils' capabilities should be developed, with increasing demand made on the physical and mental processes.
- All lessons should build on previous learning through repetition, application and refinement of skills to ensure a successful outcome.
- Differentiation should be achieved through using tasks and equipment that enable pupils to be challenged or supported appropriately and which ensures good progress for all ability groups.
- Pace should be appropriate dependant on the activity with suitably challenging activities.
- Opportunities should be given for self and peer assessment and children should be encouraged to take responsibility for equipment, group organisation and assessing risks when appropriate.
- Where teaching assistants are present in lessons, they are to be well deployed in order to enhance children's learning further.

Cross-curricular



Literacy: Speaking and listening skills are prompted through evaluating and appraising work produced by the children and their peers. Children are encouraged to offer constructive criticisms and discuss methods to improve their work. Literacy is also prompted through the children recording their sequences, games and ideas as reminders; or as a working document for other groups of children to use.

Numeracy: Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shape and pattern.

ICT: We use ICT to support PE teaching when appropriate. ICT is used to aid the teaching of key skills, peer assessment, analysis of performance, self-evaluation, record of progress and as a stimulus. Various resources are available e.g. internet resources, IPADs.

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. Children are encouraged to interact with all and to abide by game rules. PE provides opportunities for children to understand how their body works in different situations.

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 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 no matter what their race, sex or ability.

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 within their lessons. Safety aspects are discussed with pupils prior to and during each PE session when they are asked to identify risks for themselves and others e.g. appropriate noise level, use of space, distance and environment. Pupils are taught how to improve their own abilities to test risks. It should be noted that phones and first aid boxes are available a short distance from all of the PE lesson locations for use within an emergency. Inhalers for pupils suffering from asthma are readily accessible. Children must be dressed appropriately for PE lessons and must change for PE partly for hygiene reasons but also to ensure that the clothing is suitable. The Governing body and the PE coordinator expects that teachers set a good example by wearing appropriate clothing when teaching PE e.g. trainers, tracksuits, which in-part is for their own safety.

PE kit: please see School website

<https://grindlefordprimaryschool.co.uk/information/uniform/>

Extra-curricular Activities

The school provides a range of after school clubs. Some extend the skills learnt within the curriculum; some enrich the children's experience by offering something that the children do not learn within the curriculum. The school sends details of the current club activities to parents at the beginning of each term. The school also participates fully in the regular fixtures/competitions and festivals offered by the SSP, most of which are delivered at Hope Valley College. 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 co-operation amongst our children.



Resources

There are a wide range of resources to support the teaching of PE across the school. Equipment is checked regularly and stock replenished as often as the budget allows.

Teaching areas consist of the hall and hard play surfaces. There are line markings for netball. Children use the local swimming pool for swimming lessons. Games equipment is kept in the PE store. Children must not visit the PE store unless they are Sports Leaders requested to collect or return equipment.

Progression, Recording and Reporting

Teachers assess children's work in PE by making informal assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lesson. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record this information in assessment files and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the annual report to parents and this can be passed on to the next teacher at the end of each year.

Reviewed – 25th April 2023

To be reviewed – Spring 4 2026