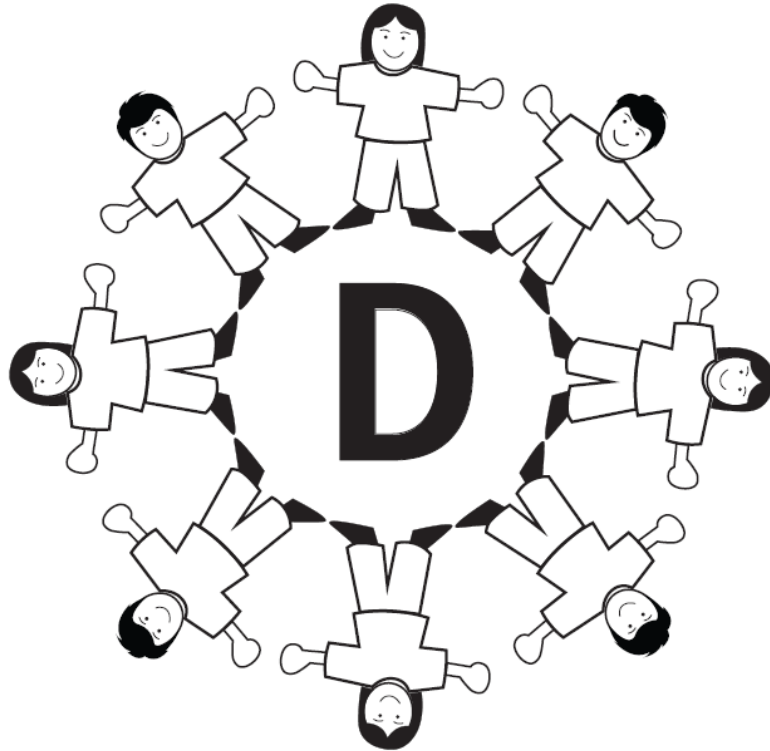


Dalestorth Primary and Nursery School



Physical Education Policy November 2024

Physical Education Intent

At Dalestorth Primary and Nursery School, we teach Physical Education by meeting the requirements of the national curriculum. Our aim is to not only develop their physical skills, to enable them to excel in a broad range of activities, but to develop a vital understanding of the importance of health, well-being and fitness, to enable them to lead a healthy lifestyle. Physical Education is taught progressively throughout school, ensuring a build-up of knowledge, skills and health education.

We will achieve high-quality learning by teaching Physical Education through a clear sequence of lessons, of which each follows the following four-part lesson format.

- Warm up
- Skill development
- Skill application/small sided games
- Cool down

Throughout a sequence of lessons, tactical thinking and teamwork opportunities are explored. Evaluating their own and others performance is also built in within our scheme of work. Our Physical Education curriculum is enhanced by the wide variety of opportunity for Physical Activity and School Sport we provide, competitively and to develop our personal best.

To develop our pupils as Physically Active Learners we:

- Follow the Get Set 4 PE scheme of work across the whole school, ensuring progression is at the heart of what we teach.
- Follow the cross curricular orienteering scheme in KS2 for OAA.
- Teach units of work, which last a half term. Within each unit objectives are taught and then repeated to ensure children are able to build on and improve their physical skills, but in different situations
- Follow a four-part lesson to ensure children can master skills in isolation before applying them in small sided game situations.
- Ensure all pupils can participate by providing spare kit when needed and observing/refereeing roles for non-participating children within lessons.
- Teach swimming to children in Year 4, and then provide additional sessions during Year 5 and 6 for children who haven't already met the expected standard from the National Curriculum.
- Run a wide variety of extra-curriculum clubs to increase the range of activities children can experience and promote active lifestyles.
- Partake in a comprehensive competitive sports calendar, working with our local School Games Organiser.

Equal Opportunities and Inclusion

- All children are given access to a broad and balanced Physical Education curriculum regardless of gender, ability, race or religion.
- Provision is made for individual needs (SEND) and where necessary advice gained from outside agencies.
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- A feeling of self-worth will be engendered throughout the activities, by focusing on personal best challenges and improving their own performance, not comparing the performance of individual children.

SEND

Children with special needs will be identified and work within their individual level. Teachers will apply the acronym STEP when supporting pupils in P.E. lessons, focusing on and differentiating the space, time, equipment and people within activities, to ensure all children needs are met. See SEND policy for further details.

Curriculum Organisation

Foundation Stage

In Foundation Stage 1 children have the opportunity to develop their physical skills daily within the classroom and outdoor area. They work on their fine and gross motor skills during adult led activities and within the carefully planned provision. In addition to this, during Foundation Stage 2 children are introduced to a more formal P.E. lesson once a week, developing their fundamental skills of balance, coordination and agility.

Key Stage 1

In Key Stage 1 children participate in two P.E. lessons a week covering all areas of activity identified in the National Curriculum. Children have the opportunity to develop their individual skills as well as playing cooperatively with peers. During the year, children are given opportunities to participate in enhancements to the PE curriculum like sports days, workshops and sport week activities to develop a long lasting love of physical education.

Key Stage 2

Children continue to participate in 2 P.E. lessons per week. They have the opportunity to participate in a wide range of enhancements including sports day, workshops and taster sessions, sports week activities, Inter School competitions and a wide variety of extra-curricular sports clubs.

See the subject expectations document for more information.

Teaching and learning

When staff are planning and delivering PE sessions, they will use the guidance set out in the Teaching and Learning Framework. This may include teachers modelling their thoughts as a **sports person**, using retrieval of knowledge and subject specific sentence starters for writing and oracy work.

Assessment

Teachers make informal, ongoing assessments during each unit of work completed, in line with the progression of skills document. Progress is reported to parents formally in the format of end of year reports, where children are assessed against age related expectations for key skills within the main areas of activity for their year group. See the Whole School Teaching and Learning Policy and subject expectations for more information.

Monitoring this Policy

SLT will ensure that staff are clear on the policy. Curriculum leaders will scrutinise work in the form of observations and discussions with children to ensure the policy is being followed and feedback to the Head with regards effectiveness and issues that have arisen.

It is the responsibility for all staff members to ensure they are clear on the expectation and ethos behind the PE policy and to seek clarification from SLT if unclear.

The policy will be evaluated and reviewed with staff having an input into any changes.

Parents and Stakeholders

Any parent wishing to read the Physical Education policy will be directed to the school's website.

The policy will be shared with the governing body and all members of staff to ensure all are clear on the expectations.

POLICY REVIEW

This policy is to be reviewed every two years.

Policy written by L Heathcote

Policy adopted: February 2021

Policy reviewed by M Curran November 2024

Policy due to reviewed: November 2026