



PE policy

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Why we do Physical Education.

Promoting pupils' physical, spiritual, moral, social and cultural developments

Physical Education promotes:

- Spiritual, moral, social and cultural development;
- Key skills;
- Thinking skills

For example, physical education provides opportunities to enhance:

- Spiritual development, through helping pupils gain a sense of achievement and develop positive attitudes towards themselves;
- Moral development, through helping pupils gain a sense of fair play based on rules and the conventions of activities, develop positive sporting behaviour, know how to conduct themselves in sporting competitions and accept authority and support referees, umpires and judges;
- Social development, through helping pupils develop social skills in activities involving co-operation and collaboration, responsibility, personal commitment, loyalty and teamwork, and considering the social importance of physical activity, sport and dance;
- Cultural development, through helping pupils experience and understand the significance of activities from their own and other cultures (for example folk dance and traditional games), recognise how activities and public performance gives a sense of cultural identity, and consider how sport can transcend cultural boundaries.

KEY SKILLS

- Communication through promoting verbal and non-verbal communication skills when explaining what they intend to do, giving feedback to others, planning and organising group or team work, giving instructions and signals in a game, using gesture in dance and through responding to music and other sounds in dance.

- Application of number, through collecting and analysing data, using different forms of measurement, and using a variety of measuring and recording equipment.
- IT, through collecting, analysing and interpreting data to evaluate performance and identify priorities for improvement.
- Working with others, through taking on a variety of roles in groups and teams in co-operative activities, working as a group with a collective goal and deciding on strategies to meet it, co-operating with others by observing rules and conventions when competing against them.
- Improving own learning and performance, through recognising what they do well and what they need to do better, helping them to observe a good performance and to imitate it, and develop the confidence to do something new.
- Problem solving, through recognising the nature of the task or challenge, thinking of different way to approach the task and changing their approach as the need arises, and understanding and applying the principles of movement strategy and composition to the task.

PROMOTING OTHER ASPECTS OF THE CURRICULUM

For example, physical education provides opportunities to promote:

- Thinking skills, through helping pupils to consider information and concepts that suit the different activities and critically evaluate aspects of performance, and to generate and express their own ideas and opinions about tactics, strategy and composition.
- Work-related learning, through helping pupils to run and organise sports and dance competitions and festivals, to take on different roles including chair, secretary and treasurer, to manage and book facilities in schools for pupils to use, and to assist teachers' work with younger children in a variety of exercise, sport and dance clubs.
- Education for sustainable development, through developing pupils' knowledge and understanding of healthy lifestyles and of difficult challenging environments.

THE IMPORTANCE OF PHYSICAL EDUCATION

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 supported their health and fitness. Opportunities to compete in sport and other activities build character and help embed values such as fairness and respect.'

PE in the National Curriculum in England General Teaching Requirements

At Holmer Lake Primary School we promote:

1. Inclusion (providing effective learning opportunities for all pupils) and challenge for pupils who are gifted and talented at sport to pursue this ability within school.
2. Use of language and to have knowledge and understand the terminology used in sport.
3. Use of information and communication technology.
4. Health and Safety.

1. Inclusion

At Holmer Lake School the PE curriculum makes a commitment to a broad set of common values and purposes which underpin the school curriculum and the work of the school. These include a commitment to valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society, and the environment in which we live.

In planning and teaching, teachers and coaches at Holmer Lake Primary School are required to follow these principles:

a) Setting suitable learning challenges

- i) Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Supporting where necessary and challenge when needed.
- ii) For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. Specific equipment may need to be considered and layout of resources planned accordingly.
- iii) For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work.

b) Responding to pupils' diverse learning needs

Our pupils will participate safely in clothing appropriate to their religious beliefs, Also, when organising pupils into groups, there will be no stereotyping of any type.

c) Overcoming potential barriers to learning and assessment for individuals and groups of pupils

At Holmer Lake School we aim to:
create opportunities to develop skills through providing adapted, modified or alternative activities that have integrity and equivalence to the National Curriculum and that enable each pupil to make progress Holmer Lake Primary School

2) Use of Language

At Holmer Lake Primary School pupils will be taught to express themselves correctly and appropriately and to read accurately and with understanding. Pupils should be taught to recognise and use Standard English both spoken and written.

Physical Education at the school will contribute to the promoting of correct use of language and gesture, for example: through promoting verbally what they intend to do, giving feedback to others, planning and organising group or teamwork, giving instructions and signals in a game, using gesture in dance and through responding to music and other sounds in dance.

3) Use of Information and Communication Technology (ICT)

Through the use of ICT, children will collect, analyse and interpret performance and be able to identify priorities for improvement.

We will give pupils opportunity to support their work by being taught to

- a) Find out things from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility
- b) Develop their work using ICT tools to amend and refine their work and enhance its quality
- c) Exchange and share information, both directly and through electronic media
- d) Review, modify and evaluate their work, reflecting critically on its quality as it progresses.

4) Health and Safety

Children at Holmer Lake Primary School will be taught to:

- a) Recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- b) Use information to assess the immediate and cumulative risks
- c) Manage their environment to ensure the health and safety of themselves and others
- d) Explain the steps they take to control risks.
- e) Teachers will be aware of appropriate handling of equipment and ensure these are adhered to at all times.

Clothing requirements

All teachers and pupils at Holmer Lake School change for Physical Education as hygiene is essential, depending on COVID. All long hair is tied back to ensure clear vision and suitable clothes and footwear are worn.

Jewellery

The wearing of jewellery is not permitted during P.E. If a child has a stud in each ear, it should be removed prior to the P.E. lesson and kept safe. If the child cannot remove the earrings, then tape should be placed over the child's earrings. Staff should not remove earrings.

This will then ensure that Holmer Lake Primary School provides safe lessons with:

- i. Basic safety principles, applied for all aspects of PE
- ii. Firm, fair teacher control

- iii. Safe working environment, checked regularly
- iv. Sensible use of space and respect for others
- v. Warm up and cool down procedures every lesson
- vi. Correct life, carry and placement of equipment
- vii. Access and understanding of simple first aid.

ASSESSMENT AND REPORTING

Assessment

During Key Stage 1 the majority of pupils are expected to develop fundamental movement skills, agility, balance and coordination.

Pupils will be assessed on the following:

- Basic movements including: running, jumping throwing and catching. Also, whether they can apply their developing balance, agility and coordination skills in different activities.
- Participation in team games including simple attacking and defending skills.
- Simple movement patterns and performance in dance.

During Key Stage 2 the majority of pupils are expected to apply and develop a broader range of skills, using them in different ways, as well as linking them to make actions and sequences of movement.

Pupils will be assessed on the following:

- The ability to combine running, jumping throwing and catching in isolation and combination
- To play competitive games and apply attacking and defending techniques
- Show they are developing strength, flexibility, technique, control and balance
- An ability to use a range of movement patterns when performing in dance
- Participation in outdoor and adventurous activity which offer both individual and team challenges
- An ability to compare their performances with previous ones, showing how they can improve upon them in order to achieve their personal best.

Reporting

Every pupil deserves to have an ongoing accumulative, formative profile or his/her achievements in PE.

Pupils are involved with this process. They know how well they do things; they also know if they enjoy doing these activities. They are encouraged to recognise their strengths and weaknesses.

Every class at Homer Lake is timetabled for 2hrs of PE. 1hr is led by the class teacher and the other session is led by a PE coach. There are opportunities for indoor and outdoor sessions each week.

'The school's annual allocation for PE and Sports funding and how they will be spent are identified in separate documents on the school website.'