Berkley Church of England First School

**Physical Education (PE) Policy**

Our School Vision



***Rationale***

Berkley First School recognises the vital contribution that Physical Education makes to a child's physical, social, emotional, and cognitive development, as well as the positive role it can play in a child's spiritual, moral and cultural development. Physical Education is one of the statutory foundation subjects of the National Curriculum, and makes a vital and unique contribution to every child’s physical development, health and wellbeing.

Through building up a body of key knowledge and skills, pupils should be encouraged to recognise the benefits of a healthy and active lifestyle and develop a sense of pride and excitement in their personal achievements

***Aims***

Our PE curriculum is designed to provide every child with the opportunity to reach their physical, social and emotional potential. It allows them to discover the capabilities of their bodies, develop an in depth understanding of how their body can change, and build a repertoire of skills to aid them throughout their lives.

As a school we have invested in real PE, a scheme of work that we felt matched our vision and the needs of our children perfectly. It focuses on 6 key areas that we feel are essential in the development of children as they grow and learn. The key areas are shown below, each with an overview of what we aim to provide each child with as a result of outstanding physical education.

**Physical**

* For all children to be able to effectively transfer skills and movements across a range of activities.
* For all children to perform a variety of skills consistently and effectively in challenging or competitive situations.

**Health & Fitness**

* For all children to be able to explain how individuals need different types and levels of fitness to be more effective in their activity/ role/ event.
* For all children to be able to plan and follow their own basic fitness programme.
* For all children to be able to explain the basic fitness components and to know how long to exercise to keep healthy.

**Creative**

* For all children to be able to use variety and creativity to engage an audience.
* For all children to be able to respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.

**Cognitive**

* For all children to be able to review, analyse and evaluate their own and others' strengths and weaknesses.
* For all children to be able to read and react to different game situations as they develop.

**Social**

* For all children to be able to involve others and motivate people around them to perform.
* For all children to be able to give and receive sensitive feedback to improve their own and others' performance.

**Personal**

* For all children to be able to create their own learning journey and revise it when needed.
* For all children to be able to see all new challenges as opportunities to learn and develop.

***Objectives***

The objectives of PE are:

* to enable all children to develop and explore their fundamental movement skills (agility, balance & co-ordination);
* to encourage children to work and play with others in a range of group situations;
* to develop the way children perform skills and apply and follow rules and conventions for different activities;
* to increase children’s ability to use their fundamental movement skills to improve the quality of their performance within the PE curriculum;
* to teach children to recognise and describe how they will achieve the session aims;
* to develop the children’s enjoyment of physical activity through creativity and imagination;
* to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

**Online Safety**

Online safety is a priority in all our planning and teaching. Learning opportunities are planned to reinforce this message. Real PE is an online platform that the children are familiar with and know that it is safe.

**Teaching**

**Real PE**

At Berkley First School, class teachers follow a PE curriculum called Real PE created by a company called Create Development to deliver PE across the whole school. We decided to take the Real PE route as it is a unique, child-centred approach that transforms how PE is taught to engage and challenge EVERY child.

**What Real PE does**

It provides fun and simple to follow Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 that helps deliver outstanding PE. It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE.

**Why Real PE is unique**

Real PE is, first and foremost, a philosophy and approach which aims to transform how we teach PE in order to include, challenge and support EVERY child.

Our PE Curriculum is also taught by a local outside company called I G Sports and trained sports coaches teach discrete PE to each class once a week.

**Differentiation**

We aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move throughout the school.

Careful thought will be given to the provision of appropriately structured work for children with SEN. The school uses the strategies of ‘The Dyslexia Friendly School’ that enable all children increased access to the curriculum through a broad – base, multisensory, visual auditory and kinaesthetically planned curriculum.

**EYFS**

We encourage the development of fundamental gross movement skills (agility, balance and co-ordination) and also fine motor skills in the EYFS as this is part of the Foundation Stage. We relate the physical development of the children to the objectives set in the Early Learning goals. We also assess the children with relation to the Foundation Stage Profile statements. The children’s learning includes developing confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. The range of experiences encourages children to make connections between one area of learning and another and so extends their understanding. There are links with all curriculum areas.

Physical Development ELG:

Gross Motor Skills Children at the expected level of development will:

 • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing.

 • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills Children at the expected level of development will:

• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

 • Use a range of small tools, including scissors, paint brushes and cutlery.

 • Begin to show accuracy and care when drawing.

**Key Stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

* master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

**Lower Key Stage 2**

Pupils should continue to implement 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, catching and throwing in isolation and in combination
* Play competitive games including games against other schools
* 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
* Compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Assessment and Reporting**

Opportunities for assessment will be identified in planning. Performance will be regularly assessed and monitored in accordance with the EYFS and National Curriculum.

Teachers assess children’s work in PE by making assessments as they observe them working during lessons. They will record evidence in their floorbooks. Teachers assess pupils using the multi-ability cog document which is part of the Real PE curriculum. We report progress to parents in the Spring Term.

**PE Kit**

At Berkley First School we believe that bringing the correct kit for PE is important. It helps get off to a good start in lessons, it makes sure pupils are able to reach the performance levels they are capable of and it is hygienic. The required kit for indoor activities is a burgundy Berkley/ plain white T-shirt, black shorts and a pair of trainers/plimsolls. For outdoor PE sessions, during the Winter, children may wear plain black or navy jogging bottoms and/or a plain black or navy jumper. Children should not wear jewellery in school. However, if there is an item of jewellery worn for religious reasons class teachers should be informed. PE kit is available to order at the school office.

**Staff Dress**

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible jewellery should be removed to set a good example.

**The Role of the P.E. Co-ordinator**

* Purchase and organise resources
* Being informed about current developments in the subject including local training opportunities which will be shared with all staff.
* Provide guidance and support to colleagues in the implementation of the NC and schemes of work leading to improved quality and continuity of the teaching of P.E. throughout the school.
* Monitor the standards of children’s work and the quality of teaching across the school.
* Encourage ways of involving parents in their children’s learning.
* Write annual report to the Governing Body outlining developments, significant achievements, future plans etc. within the subject in the school.
* Prepare a progression of skills document
* Work with the Head teacher on the School Development Plan with respect to P.E.

**Swimming and Water Safety**

All children have access to swimming instruction across the school

By the end of year 4 we expect most pupils to:

* Swim competently, confidently and proficiently working towards a distance of at least 25 metres by the end of year 6
* Begin to use a range of strokes effectively such as front crawl, backstroke and breast stroke

At Berkley First School the children have access to swimming lessons at Westbury leisure centre.

**Safety**

We recognise that all teachers must plan safe activities for P.E. and actively raise children’s awareness of hazards and risks when working with living things, materials and equipment, and take action to control those risks.

We encourage the children to consider their own safety and the safety of others at all times. As mentioned above, 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 when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

**Resources**

We have a range of resources to support the teaching of P.E. across the school. Resources are updated and audited as appropriate by the whole staff.

**Equal opportunities**

The teaching of P.E. will be in accordance with the present policy for SEND. We aim to provide equal access to P.E. for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work, through the support of classroom assistants where available and through carefully differentiated activities.

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