



Curiosity Compassion Courage

Our Vision

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian Values and compassionate support. We strive to create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

Physical Education Policy

Date	Review Date	Committee	Notes
January 2022	Spring Term 2025	Pupils and Curriculum	Updated

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils (England) Regulations 2000
- Education Act 2003

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)

We believe 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. (The National Curriculum in England Framework Document (DfE) 2014)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our well-balanced, enhanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.



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We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure that all pupils develop competence to excel in a broad range of physical activities.
- To ensure that all pupils are physically active for sustained periods of time.
- To ensure that all pupils engage in competitive sports and activities.
- To ensure that all pupils lead healthy, active lives.
(The National Curriculum in England Framework Document (DfE) 2014)
- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.

Roles and Responsibility for the Policy

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy



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Role of the Headteacher

The Headteacher will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the Pupils and Curriculum Committee;
- ensure compliance with the legal requirements of the National Curriculum;
- ensure all equipment and PE facilities are up to standard;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
 - monitoring teaching and learning
 - discussions with pupils
- report every four years to the Governing Body on the success and development of this policy

Role of the Subject Leader/Head Teacher (in circumstances where there is no named Subject Leader)

The Head Teacher/Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with (the Headteacher), the Pupils and Curriculum Committee and SENDCO;
- be accountable for delegation for standards in this subject area e.g. to a coaching organisation through the Sport Premium.
- monitor standards by;
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning and assessment
 - lesson observations
 - discussions with pupils
- ensure continuity and progression throughout the school;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises.
- arrange appropriate and relevant CPD;
- keep up to date with new developments;



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- undertake an audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- undertake risk assessments when required;
- review and monitor;
- report to the Governing Body on the success and development of this policy every 4 years.

Role of the Nominated Committee

The Pupils and Curriculum Committee will:

- work closely with the Headteacher (and the subject leader)
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body on the success and development of this policy, when reviewed every four years.

Role of Teachers/Coach

Teachers will:

- comply with all aspects of this policy;
- work closely with the Head Teacher/coach to develop this policy;
- devise medium and short term planning in conjunction with Premier Education.
- Endeavour to plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils on a termly basis in conjunction with Premier Education.
- celebrate the success of pupils in lessons;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination relating to PE.



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Role of Pupils

Pupils will:

- listen carefully to all instructions given by the teacher/coach
- ask for further help if they do not understand;
- participate fully in all lessons;
- wear the correct PE kit during lessons
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Behaviour Code and guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- ensure that their child has the correct PE kit on the correct day.
- asked to provide suggestions and ideas for improving this subject through occasional questionnaires
- encourage effort and achievement;
- join the school in celebrating success of their child's learning;

Policy Procedure

Teaching and Learning Style

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

Curriculum Planning and Organisation

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning



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- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term

Short Term Planning

- details the subject curriculum over the week
- plans lessons in detail with specific class objectives
- sets individual learning goals for each pupil

Digital Technology

The use of digital technology will promote, enhance and support the teaching of this subject area, particularly with regard to assessment.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from all genders
- who have Special Educational Needs and Disabilities.
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disengagement;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.



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We recognise that within the school we have more able children. We believe that:

- some children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges to develop skills.

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to support pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also, we expect to see in all classes interested well-motivated children responding to challenges, children working productively on task and being aware of their own progression.

Special Educational Needs and Disabilities

Pupils with identified SEND have full access to all subjects of the National Curriculum with teachers planning lessons that present no barriers to achievement.

Assessment for Learning



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Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments during the PE session related to the teaching objective;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets

Monitoring & Review of PE

Monitoring of standards of PE and the quality of teaching is the responsibility of the subject Leader supported by the Headteacher

Standards in PE will be monitored by:

- observations
- pupil discussions
- scrutiny of planning
- external observations

Contribution of the Subject to other Areas of the Curriculum

PE contributes to many subjects within the primary curriculum such as ICT, PSHE, Science, Literacy, Numeracy and Spiritual, moral, social and cultural development.

Resources

The school has a range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. A stocktake and audit are undertaken by the subject lead/coach/Head Teacher on a regular basis.

Raising Awareness of this Policy

We will raise awareness of and items relating to this policy via:

- the school website
- communications with home such as weekly newsletters
- reports such as annual report to parents and Headteacher reports to the Governing Body



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Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training which specifically covers:
 - National Curriculum programmes of study and attainment targets for all subjects
 - teaching and learning
 - planning
 - assessment
 - key skills
- receive periodic training so that they are kept up to date with new information

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed every four years or when the need arises by the Headteacher and the nominated governor committee.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

▪ Curriculum	▪ Teaching and Learning
▪ School Uniform	▪ Assessment
▪ Special Educational Needs and Disabilities	▪



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Headteacher:		Date:	
Chair of Governing Body:		Date:	



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