



Verwood C of E First School & Nursery
PE Policy
24th September 2021

This policy outlines the purpose and management of the Physical Education taught and learned at Verwood C of E First School and Nursery. The school policy reflects the consensus of opinion of the teaching staff. The implementation of this policy is the responsibility of all the teaching staff.

The importance of and entitlement to PE

Physical Education develops pupils' physical literacy and confidence and their ability to use these when performing a range of activities. It provides opportunities for pupils to be creative, competitive, cooperative and face challenges individually, in groups and as part of a team.

PE has the opportunity to promote positive attitudes towards physical activity and in turn, promote healthy, active lifestyles. PE, Physical Activity and School Sport also promotes lifelong values and social skills such as teamwork, respect, perseverance and self-discipline, consistent with the school aims and vision to equip children with skills to become lifelong learners.

It is recommended that children between 5-17 should engage in moderate-to-vigorous activities for an average of 60 minutes per day in order to gain the associated health benefits of physical activity. In order to work towards meeting this guideline, each year group has two timetabled sessions of PE per week, with additional opportunities to be physically active within the school day such as the use of our Sports Sanctuaries.

The aims and objectives of PE are as follows;

Aims and Objectives

- All children are taught PE as specified in the National Curriculum Programme of study.
- To provide children with opportunities to take part in a wide range of sports and physical activities carried out in a safe and supportive environment.
- To provide children with the opportunities to engage in a range of extra-curricular sports clubs.
- To promote and celebrate team work, resilience, hard work and effort as well as success.
- To provide pupils with positive experiences of physical activity, developing the sense of self-confidence, competence and enjoyment required to get involved in lifelong physical activity.
- To embed physical activity within the school day.
- To develop pupil's skills of planning, performing and evaluating actions, ideas and performances to improve quality and effectiveness.

- Through PE, prepare children and equip them with the social skills and Christian values that are transferable to many aspects of life; such as respect, teamwork, resilience, leadership, support, cooperation, problem solving and self-discipline.
- To provide children with opportunities to work towards/meet the government recommendations for daily physical activity.

Inclusion, equality of opportunity and differentiation

At Verwood First School and Nursery we aim to give all pupils the opportunity to engage in regular physical education regardless of their race, cultural background, gender, religion, creed, ability levels or emotional circumstances. Timetabled PE lessons aim to provide positive experiences for all pupils and suitably challenge them. All children will engage in a range of sports and physical activities within PE lessons and, in year 4, will have the opportunities to participate in off-site tournaments and festivals. To ensure that socio-economic background does not act as a barrier to participation, disadvantaged pupils are given priority for additional sports clubs and will be able to participate in these free of charge. Disadvantaged pupils will also be given the opportunity to participate in organised off-site sports festivals and tournaments and will also be given priority access to these. Children with limited gross motor skills will be considered for intervention through a TA led Learn2Move scheme.

Ensuring continuity and progression in learning

To ensure progression in PE, staff will utilise the PE Progression of Skills document that outlines the expectations for each year group Gymnastics and body awareness, Dance, Athletics/ Fundamental movement skills, Games/ Further fundamental movement skills and Transferable skills (health, social, emotional, thinking).

The progression of skills aims to ensure that skills are being taught and developed within and across year groups. Lessons are blocked into units to promote a greater depth of understanding. Within blocks, pupils can develop skills, refine skills and work towards applying them in different contexts.

In Early Years Foundation Stage (EYFS), children are provided opportunities for physical development through a range of indoor and outdoor games and play activities, supporting children to develop core strength, stability, balance, spatial awareness, coordination and agility as well as providing opportunities for fine and gross motor development.

In Key Stage 1, pupils continue to develop the basic skills learnt in EYFS, developing fundamental skills and beginning to apply these to different contexts and using a wider range of equipment.

In Lower Key Stage 2, pupils build upon the previous skills they have learnt in Key Stage 1 and begin to apply these in different contexts (including competitive) and use them in combination, as well as learning and developing new skills.

In PE, teachers:

- Share with pupils what they are expected to learn and how they will learn it.
- Provide opportunities for children to work individually, in small groups or as part of a team.
- Provide children with regular feedback about their learning and about how they can improve.
- Determine pupils' levels of ability and understanding at the beginning and at the end of a unit.
- Aim to give pupils ample time for practice through trying, failing, repeating and refining skills. They will aim for 20% of a lesson to be input and 80% to be active.
- Work alongside specialist coaches as a form of continued professional development, learning from their expertise and implementing this in their own PE teaching.
- Encourage exploratory learning when given a brief, guiding them towards skills (in isolation and in combination), rules and structure.
- Encourage and develop the social skills associated with PE, sport and physical activity such as respect, teamwork, perseverance and problem-solving.

Health and Safety

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available and staff are aware of first aiders within the school.
- Inhalers for pupils suffering from asthma are stored in an accessible location which all staff are aware of.
- Checks are made on all equipment and damaged equipment are reported to the subject leader. Any items constituting a danger are taken out of use immediately.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting hockey stick above the waist, not jumping or running in front of others etc).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
- Pupils wear suitable footwear when participating in PE. If a child has no trainers for outdoor PE they use their shoes if the activities are on the playground.

Cross-curricular links

English: Following/giving instructions, peer assessments, speaking and listening, and movement within drama.

Maths: Measurement and time.

PSHE: Following rules, healthy living, co-operating with others, understanding fairness and equality.

Christian Values: Teaching values of respect, trust, honesty and perseverance.

Science: Recognition of how physical activity is part of healthy lifestyles and the importance of physical activity, alongside understanding of healthy eating and balanced diet.

School Sports Premium

The School Sports Premium is allocated to schools in order to meet the following outcomes set out by the government.

1. Engagement of all pupils in regular physical activity – kick starting a healthy active lifestyle.
2. Profile of PE being raised across the school and whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE
4. Broader experience of sports and activities for children
5. Increased participation in competitive sports

A breakdown of how we have spent this allocation can be found on the school website and is updated annually.

Summative Assessment

At the end of each term, assessments will be made and logged using the school's agreed format for assessment of foundation subjects. We will also make and report to parents a summative judgement about a pupil's attainment in PE at the end of each academic year, where pupils will be given a judgement of either Working Towards (WT), at Age Related Expectation (ARE) or working at Greater Depth (GD). This is shared with parents in their child's annual report.

Responsibilities of Subject Lead

The PE subject lead has the responsibility to take a lead in developing PE, physical activity and school sport across the school; as well as providing opportunities for staff development to increase subject knowledge and confidence. The PE subject leader is also responsible for the monitoring and reviewing of the PE curriculum and, alongside the head teacher, ensuring the expenditure of the Sports Premium Funding is consistent with the government objectives set out. The subject lead may monitor the subject in the following ways;

- Discussion amongst staff and staff feedback.
- Staff questionnaires.
- Staff interviews articulating subject knowledge.
- Formal and informal observations of staff.
- Interviews with pupils.

Policy Review

This policy will be reviewed in line with the school's policy review programme.