PHYSICAL EDUCATION

INTENT

PE is a foundation subject within the national curriculum. This policy outlines the purpose, nature and management of the PE taught and learnt at Claytons Primary School. PE promotes personal, social, intellectual and physical competence and fitness. It enables children to judge the quality of their own performance and the achievements of others. It is a practical subject that gives all children an opportunity to overcome challenges in an increasingly skilful and creative manner.

IMPLEMENTATION

Statutory Requirements

A high-quality physical education curriculum inspires all pupils to lead healthy, active lifestyles and 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.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

The EYFS framework is structured differently to the National Curriculum and is organised across seven areas of learning. The most relevant statements for PE are taken from the following areas: Personal, Social & Emotional Development, Physical Development and Expressive Arts and Design.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

EYFS

Pupils should be able to select resources and activities to achieve a goal, understand why rules are important and begin to follow them. They should manage their own personal hygiene and understand the different factors that support health and wellbeing. Pupils will learn how to move safely around a space.

Pupils should develop fundamental movement skills (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) and then further refine these progressing to a confident, fluent style of movement. They need to develop overall body strength, balance, coordination and agility. Pupils should also explore and engage in dance and movements with music. Pupils will explore throwing and catching with different size balls, progressing to the use of bats and balls.

Key stage 1

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

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.

Key stage 2
Pupils should continue to apply 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, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- 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 both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety
All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe **self**-rescue in different water-based situations.

IMPACT

The main method of gathering and assessing achievement is by a continuous process of teacher observations. This is an informed assessment based on knowledge of the pupil and content of the lesson. Appropriate activities/skills have been identified for assessment and judgements are made of the children to plan, perform and evaluate in PE.

Assessment can also take the role of child observations, use of video cameras and cameras, monitoring with the PE co-ordinator and discussions. This evidence can be collected as a result of stimulating the children's natural instinct to learn through a variety of teaching and learning strategies.

The transient nature of performance means feedback to children about their progress is immediate. Teacher observations need to be highly focussed. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Teachers make observations from each unit of work and plan their future work. This enables the teacher to make an annual assessment of progress for each child as part of the school's annual report to parents.

In EYFS teachers undertake Observational Checkpoints: Can children make ‘cross the mid-line’ marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?