



SUPPORT • INSPIRE  
NURTURE • ACHIEVE

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## **Physical Education Policy**

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### **Philosophy**

Swallowfield Primary School believes that physical education plays a vital role in the physical, social and cognitive development of children. It provides the foundation of a healthy lifestyle and contributes to the development of literacy, numeracy and citizenship and is essential to the development of the whole child.

### **Intent**

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way in which children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- 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.
- To develop communication and speaking and listening skills.
- To provide children with a skillset which can be used and developed throughout their lives.

## **Implementation**

Early Years Foundation Stage children are taught physical development to promote co-ordination, control, manipulation and movement throughout the year through play and child-initiated activities as well as through focused activities. Foundation classes have a weekly timetabled PE lesson that focuses on spatial awareness and body management through gymnastics, games and dance activities. Additionally, they participate in swimming lessons to build water safety and confidence during the summer term.

At Key Stage One, children develop the knowledge, skills and understanding of Physical Education through a broad range of activities including dance-based movement, multiskills activities and basic gymnastics. With access to our on-site swimming pool, all pupils also receive swimming and water-safety teaching as part of their PE curriculum.

At Key Stage Two, pupils continue to build on these foundations through a wide variety of physical activities such as team-based games, movement and coordination activities and further swimming lessons. Children also have the opportunity to extend their skills and confidence through an outdoor adventure residential to PGL.

Across the school, pupils are given opportunities to represent the school in a range of multisport and inter-school competitions. These events allow selected children to further develop teamwork, confidence and sportsmanship.

## **Additional Learning Opportunities**

All children are offered the opportunity to extend, enhance and enrich their experiences of physical activity. During the year the children have the opportunity to take part in dance, tag rugby, football, judo and cheerleading clubs or workshops. In addition, the lunchtime supervisors have all received training and assist with the organization and delivery of physical activities at lunchtime. Key Stage 2 children also have the opportunity to take on a leadership role as a Sports Leader. They are trained to deliver and support physical games and skills to their peers through the 'Energise' programme.

## **Continuity and Progression**

The progression of skills document clearly defines the expectations for different skills at each stage of a child's development and is used to support medium and long term planning across each year group.

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## **Staffing**

All teachers are suitably trained and qualified to teach PE. Staff awareness and development is continually reviewed. Training and good practice is shared on an on-going basis. Specialist coaches are used when appropriate in specific sports when appropriate. These lessons are delivered alongside the class teacher so that good practice and knowledge can be shared by all staff.

## **Equipment and Resources**

Fixed and freestanding gymnastics apparatus are located in the school hall. All other PE resources and equipment are stored in dedicated storage cupboards on the school playground. The school hall is used primarily for indoor PE. There is a tarmacked playground, large field area and an all-weather running track for outdoor PE lessons.

Appropriate resources for the diverse range of PE games and skills are readily available. Planning resources are available from the 'Primary PE Planning' online resources.

## **The Learning Environment**

PE achievement and success is celebrated on the celebration notice board. The PE notice board is used to highlight current activities, specific goals and sources of inspiration for a healthy and active lifestyle.

## **Safe Practice**

Health and Safety awareness is an integral part of children's learning in PE. All staff are expected to adhere to the School Policy 'Health and Safety in PE' and to the AfPE (Association for Physical Education) guidelines – 'Safe Practice in PE' and to the 'Guidance for Safe Practice in School Swimming Lessons.' Teachers will consult individual pupil records to ensure they are aware of children with specific health/medical problems and allergies.

To ensure safe practice, pupils should be taught:

1. To respond readily to instruction.
2. To recognize and follow relevant rules, laws, codes etiquette and safety procedures for different activities or events, in practice and during competition.
3. Why particular clothing, footwear and protection are worn for different activities.
4. How to lift, carry, place and use equipment safely.
5. To warm up for and recover from exercise, be aware of the changes that occur to their bodies as they exercise, and to recognize the short and long term effects of exercise on the body.

## **Volunteers and Coaches**

Any volunteers or coaches must hold a DBS certificate and be appropriately qualified.

## **Impact**

### **Assessment**

National Curriculum level descriptors are used to assess pupil's progress. Children are assessed through formal and informal teacher assessment against core tasks and progress made is recorded on the child's annual report. The progression of skills document is used to ensure appropriate differentiation and identify next steps.

More Able children are supported to continue to make progress and excel by using the **STEP** principal

**S- Space.** Increase or decrease the space to make the challenge harder.

**T- Task.** Modify the task or rules of the activity

**E- Equipment.** Change the equipment e.g. ball or target size.

**P- People.** Who is involved? Can you make smaller or larger teams?

### **SEND**

All children receive the same opportunities within PE irrespective of gender, ethnicity, disability or special educational need. Children are taught in mixed ability and gender groups in order to develop social cohesion, confidence and raise their self-esteem.

## **Monitoring and Evaluation**

PE provision is monitored by the Subject Leader and SLT through learning walks and informal observations. Individual feedback is given to teachers and coaches and a general overview of good practice and areas for development are discussed at staff meetings. Staff attitudes and evaluations are carried out on a regular basis to identify areas for development and improvement.

## **Sports Premium**

The subject leader is responsible for monitoring and evaluating the administration of the Sports Premium Funding. They will ensure that maximum benefit is derived for all children from this additional funding and that opportunities for investment are thoroughly researched and evaluated.

