



## **PE Subject Policy**

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This policy document will form the basis for the delivery and development of Physical Education at White Ash School. It gives guidance on planning, teaching and assessment.

### **Intent Statement**

At White Ash school we believe it is important to promote positive attitude towards Physical Education and sport. We also feel it to be an essential part of all pupils' emotional, creative and physical development regardless of their ability, gender, race or culture. Physical Education and sport should excite, motivate and stimulate by through the delivery of high-quality sporting activities and opportunities for the pupils.

### **Aims**

White Ash School aims to:

- Provide a broad, balanced, challenging and enjoyable Physical Education curriculum for all children.
- Use the recommendations of National Curriculum as a foundation for our pupils learning with high regard for differentiation for each pupil.
- To ensure children are confident, safe and enjoy physical activity.
- To build children's self-confidence, self-esteem and self-expectation and help them become aware of their physical capabilities.
- To develop a range of physical skills, strength and stamina.
- To enable children to develop emotionally, learning to win, lose, obey rules and develop a sense of fair play and sportsmanship co-operatively with others.
- To promote knowledge, understanding and skills necessary for healthy living.
- To promote effective communication with outside agencies to support and develop the physical, communication and emotional needs of our children.

### **Implementation**

#### ***Teaching and Learning***

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skillfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and

in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.  
(from National Curriculum for PE)

Physical Education in Key Stage 1 and 2 is to be taught discreetly at least once a week. Each half term children are taught different skills and techniques following the national curriculum which can be found within the curriculum map, with information about the skills that should be learnt and the progression of these keys over Key Stage 1 and Key Stage 2. Swimming is taught in KS1 and KS2 at the local swimming pool (Hyndburn Leisure Centre) in alternate half term blocks in addition to a weekly PE session. Please refer to the EYFS curriculum document Development Matters in Early Years Foundation Stage.

We endeavour to follow the National curriculum requirements in PE. However, due to the complex and changing needs of our children, it is carefully adapted to make it accessible and appropriate for our children. Our children follow an annual rolling programme of physical, themed activities with clearly differentiated opportunities that are linked to their phase of learning. This enables children to revisit the same theme each year, gradually developing their knowledge, skills and understanding each time. Within White Ash we have 4 curriculum pathways which consists of: Informal learning, pre-semi formal, semi-formal and formal learners.

### ***Interventions***

As well as discreet lessons of physical education school delivers interventions such as: daily mile walks, deep pressure, sensory processing, sensory processing walks, sensory processing gyms, hydro, MOVE, swimming and rebound. Coaches are hired to deliver and support specific physical activities throughout the school year e.g. football, outdoor adventure, dance, bike ability and tots for tires.

### ***Extra-curricular activities***

Pupils within school have access to educational visits to local play centres, parks, educational trips, outdoor adventure days/residentials, after school clubs, trampolining after school club as well sporting events throughout the year through the local Sport Partnership and links with other local schools.

### ***Planning***

At White Ash planning is carried out in three stages:

#### Long Term Planning

Identifies the main strand and themes to be covered  
Offers an overview to the breadth and balance across the curriculum  
Ensures continuity and progression

#### Medium Term Planning

Plans in detail what will be taught each half term and are constantly reviewed in line with pupil assessment.  
They will summarise typical activities and show progression in terms of new skills/contexts for practicing existing skills

### Short Term Planning

To aid the teacher and learning support staff in carrying out the lesson

To show differentiation within the group

To show links to educational visits etc.

### **Assessment**

Assessment is used to plan future teaching and learning and to contribute to the pupil's record. Continuous assessment by teacher observation is carried out and recorded on White Ash School Progression Document. Some photographic evidence of pupil's work should be kept as a record. Assessment is completed through EFL and whole school moderation.

### **The role of the Subject Leader**

The PE Leader is responsible for co-ordinating PE throughout the school. This includes:

- Training to staff where appropriate. This will be in line with the needs identified in the Development Plan and within the confines of the school budget.
- Assessment of physical education throughout the school required for the teaching of PE. This will be within the confines of the school budget.
- To monitor the policy in operation
- To be responsible of all those staff involved in the teaching of PE.
- To regularly scrutinise pupil work.
- To analyse subject specific progress data in conjunction with assessment co-ordinator and suggest interventions if appropriate.
- To maintain a co-ordinator file with examples of moderated work across the ability range.
- To will develop the Policy and programme of study in consultation with the headteacher/staff/governors and recommend INSET as appropriate.
- To review and revise subject action plans on an annual basis to contribute to the school development plan.
- To attend courses where relevant and keeping abreast of changes, which may affect the subject.

### **The role of the Class Teacher**

- To develop physical, emotional and creative skills with pupils.
- To identify inset needs in physical education and take advantage of training opportunities and appropriate on-going records effectively for PE, liaising with co-ordinator when necessary.
- To analyse progress data in conjunction with assessment co-ordinator and suggest interventions where appropriate.
- To keep appropriate on-going records
- To plan effectively for PE, liaising with co-ordinator when necessary.
- To inform parents of pupils' progress, achievements and attainment
- To analyse progress data in conjunction with assessment co-ordinator and suggest interventions where appropriate.

### **Cross-curricular references**

Outdoor Learning – Learning outside the classroom plays a very important part in pupil development at White Ash School. With regards PE, outdoor learning activities include visits into our local community, to local parks and physical activities e.g. den building, map skills etc.

RE - With regards to PE, RE sessions can include visits into our local community to learn about other faiths through visits to different places of worship, e.g. Churches, Mosques, Temples. Yoga and meditation link to wellbeing and physical activity.

PSHE– PSHE links to PE regarding their personal development being able to get themselves changed, becoming independent and gaining skills that they will use in later life. Working with peers and teamwork activities are used within PE as well as personal skills gained through winning, losing and taking part in PE lessons and competitions with local schools.

Other cross curricular links include Life Skills, Behaviour for Learning, Maths, Communication and Computing.

### ***Health and Safety***

The safety and wellbeing of our children during PE and sporting activities is paramount. It is always the responsibility of the class teacher to monitor the safety of the children during the PE lesson that:

- Children are taught how to use and handle equipment safely.
- Any health and safety issues regarding PE should be reported immediately to the Headteacher and PE coordinator.
- Staff must not partake in any competitive/contact sports with the children. Staff's role must be to teach/model technique, not to play competitively.
- Children must change their clothing when carrying out any planned physical activity into suitable sports clothing e.g., shorts and t shirt. Changing arrangements must be age appropriate.
- Children must be barefoot for dance and gymnastics and must wear trainers for all other PE activities.
- All jewellery must be removed, and long hair must be tied back.
- Teachers/Support Staff should also wear suitable footwear and clothing setting a good role model for the children.
- [\*\*Safe Practice: in Physical Education, School Sport and Physical Activity\*\*](#) is the essential reference and developmental tool that offers up-to-date advice across PESSPA, to help teachers, coaches and school governors protect their students and themselves from potential risks across both the curriculum and extracurricular activities.
- A hard copy of the above book can be found in the headteachers office on request.
- See school risk assessments for more information.

### ***Resources***

All PE resources are stored in the PE cupboards in a new extension within the gym. This includes a doored cupboard which is shelved with a wide range of PE resources and a sliding door cupboard which stores larger equipment such as; trampoline, crash mats, vault, boxes and gym balls.

### **Impact**

In Physical Education we follow our whole school policy for school self-evaluation. This includes a range of strategies to ensure that standards in Physical Education are high and which are clearly identified in the Annual School Improvement Plans, including:

- Moderation/levelling of assessed work/retention of samples in a subject portfolio within Evidence for Learnings and PDF copies.
- Monitoring of phases throughout school.
- Monitoring and evaluation of schemes of work.
- Lesson observations.