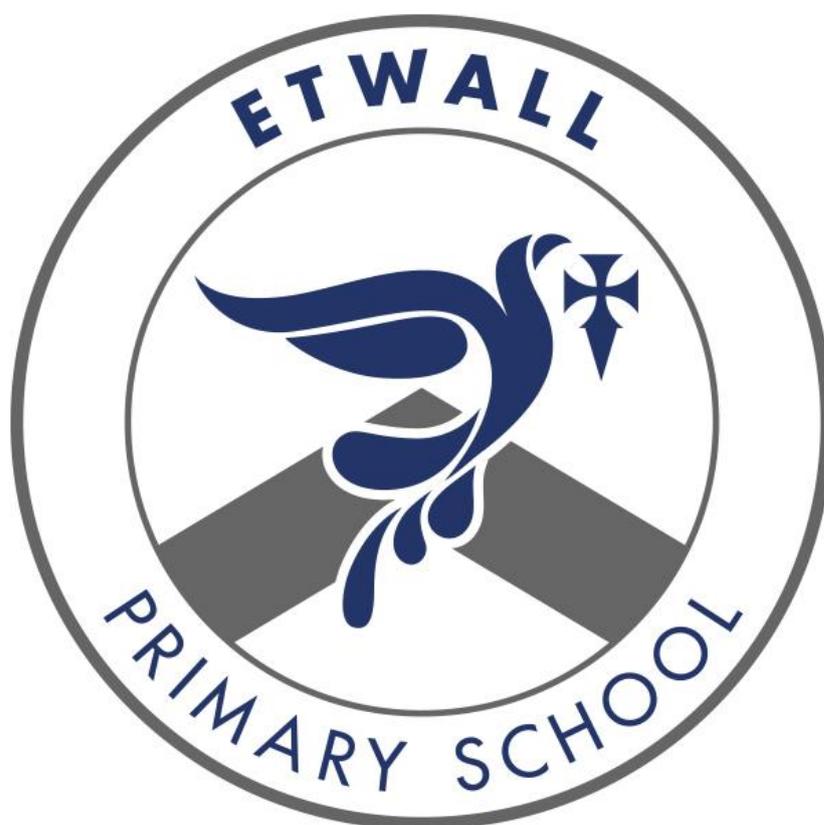


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Physical Education Policy (Including Intent, Implementation and Impact)

Intent

Etwell Primary School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe, such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Etwell, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

Curriculum Implementation

- PE at Etwell Primary School provides challenging and enjoyable learning through a range of activities supported by the REAL PE programme, including invasion games, net & wall games, strike and field games. Opportunity for dance, swimming and outdoor & adventure is also embedded in our curriculum.
- The long-term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.
- Pupils participate in two high quality PE lessons each week. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sports sessions are available each day and children can attend after school sport clubs on school evenings each week.
- Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.
- Each year a group of Year 5 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and any other Sporting activities.
- Children participate in workshops covering a variety of sports throughout the year. For example archery, outdoor and adventure, again providing the children with an opportunity to develop, improve their fitness and to try something new.
- Children in 3 and 4 swim throughout the year.

Impact

We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

Skills Progression

Teachers have identified the key knowledge and skills to be taught in each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. See Appendix 1 for PE skills progression.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. At the end of a unit of work, teachers make a judgement against the National Curriculum's year group expectations. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents

Assessment is supported by the following strategies:

- *Observing children at work, individually, in pairs, in a group and in class during whole class teaching.*
- *Recording performances, such as those created when teaching gymnastics, and assessing these performances with children*
- *Using differentiated, open-ended questions that require children to explain their understanding and how they could improve their own performance or that of their team.*
- *Providing effective verbal feedback.*

Early Years

Early Years explore physical education through the Physical Development and Expressive Arts and Design strands of the EYFS curriculum. This includes a variety of aspects including negotiating space and obstacles; demonstrating strength, balance and co-ordination; and moving energetically. We give all children the opportunity to undertake activities that offer appropriate challenge both indoors and outdoors, using a wide range of resources to support specific skills. They are assessed according to Development Matters.

SMSC Development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Guiding children to work in groups encourages children to work together, and gives them the chance to discuss their ideas and performance. Their work in general enables them to develop respect for other children's level of ability and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Diversity

Through PE and sport, children learn about the diversity of the world. Teachers encourage pupils to think of others and to consider people's differences and cultures. The subject leader and teaching staff identify and tackle potential barriers to ensure all children have full access to the curriculum. For example, staff should be sensitive to any disabilities that children have as well as taking into account their cultural values and beliefs. Opportunities to access different cultures are provided throughout the curriculum. For example, dances from different cultures support diversity when delivering the curriculum.

Equal Opportunities

At Etwall Primary, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

Inclusion

Children will have their own individual gifts to contribute, which can be used to enrich the experience of others. We enable all pupils to have access to the full range of activities involved in learning PE, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. We vary the activity and differentiation for individuals using the STEP (space, task, equipment and people) framework. This approach enables children to be challenged or supported through adapting the space, task, equipment or number of people involved in the activity. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those with additional needs. In the case of any additional needs, activities and equipment will be modified to facilitate maximum participation.

Health and Safety

The curriculum will be delivered in a safe and healthy manner; every effort will be taken to identify risks associated with a curriculum subject/activity and the appropriate control measures will be implemented.

In all areas of PE safety guidelines should be strictly adhered to, in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines '**Safe Practice in PE and School Sport**' guidance provided by the Association for Physical Education. Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.