

# **Wellsprings Primary School**



## **PE Policy**

# Wellsprings Primary School PE Policy

## Wellsprings Primary School Vision Statement

At Wellsprings Primary, we inspire creativity, high achievement and enjoyment.

By expecting high standards of everyone at Wellsprings we make sure that:

- Our school is a fun and exciting place to learn;
- We work hard on improving the 'key skills' for life;
- We are confident doing things on our own and as part of a team;
- We continue to be proud of being part of our school and celebrating success;
- We are safe and feel cared for.



## There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

## **INTENT**

Wellsprings Primary School recognises the value of Physical Education (PE). We fully adhere to the aims of the National Curriculum for Physical Education to ensure that all pupils:

- enjoy PE, in its many different forms
- develop competence in a broad range of physical activities
- receive a breadth of experience and balance, continuity and progression
- are physically active for sustained periods of time
- engage in fun and/or competitive sporting events and activities
- develop the skills and desire to lead healthy, active lives

PE is a key aspect of our pupils' lives and has an impact across the school in the following areas:

### **Gross and fine motor skills**

PE develops physical competence, knowledge of the body and the acquisition of physical skills. This is supported by children of primary age having a natural interest and enthusiasm for physical activity, exploring and play.

### **Spiritual, moral, social and cultural development and citizenship**

PE lessons provide opportunities for teamwork, rules, reasoning and self-discipline. Pupils are able to develop a positive self-image and self-esteem, and increase their knowledge and understanding of diversity and cultural traditions.

### **Cognitive development**

PE does not only require physical skills; it also engages pupils in decision-making, problem solving, planning, selecting, evaluating and adapting.

### **Creative and Aesthetic Education**

Children are given the opportunities to create sequences and link actions in a variety of contexts. They are able to apply their imaginations and show feeling or moods.

### **Health and Safety**

PE lessons, sports clubs, tournaments, festivals and visiting athletes all help to promote physical health and the mental wellbeing of pupils. Through PE, children develop an awareness and responsibility of their own and others' safety. They learn how to handle and use various equipment, and how to exercise safely.

## **IMPLEMENTATION**

### **Teaching and Learning**

Good lessons should contain the following elements:

#### **Purpose**

Lessons have clear objectives and defined learning outcomes which are explained to the pupils at the beginning of the lesson.

#### **Progression**

Pupils' capabilities are developed, with increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills.

#### **Pace**

High levels of activity, avoiding dead spots, with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised.

#### **Coherence**

All teachers reinforce previous understanding and establish links between curriculum experiences.

#### **Challenge**

High expectations are set for individual and group achievement. Pupils are extended both physically and intellectually through interesting tasks.

#### **Differentiation**

Tasks and equipment are chosen which enable pupils to be challenged appropriately and ensure good progress for all ability groups.

#### **Pupil responsibility**

In lessons pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation and their own learning.

### **Inclusion**

No pupils are excluded from any physical education program. Lessons provide good quality experiences that are suitably challenging for all pupils. Pupils undertake different activities, but all pupils are given the same opportunity to achieve the aims through an appropriate range of activities. For pupils with limited gross motor skills, the integrity of activities is maintained and expectations take into account the individual needs of pupils. Extra-curricular clubs and CVLs are open to any student regardless of their ability.

## **Curriculum time**

All pupils are entitled to a progressive and comprehensive Physical Education program which covers National Curriculum requirements and which takes account of individual interests and needs. All classes take part in a minimum of one PE lesson per week, as well as Golden Mile and swimming when relevant.

The National Curriculum is used as a base to ensure continuity and progression through Early Years, Key Stage 1 and 2 in the areas of:

- Planning and evaluating in order to improve performance.
- Performing more complex motor skills with increasing control.
- Applying health related principles.
- Applying safety principles.
- Working alone and with others.

See Appendices A and B for curriculum coverage and progression of skills across the school.

## **Extra curricular activities**

Extra curricular activities at Wellsprings include after school sports clubs provided by teachers and lunchtime clubs and activities run by Playground Leaders. Playground Leaders are trained annually and ensure that there are activities available during break and lunchtimes. Children are also encouraged to be active through use of playground equipment such as King Ball, basketball, football and climbing equipment.

In class, teachers provide movement breaks through use of programmes such as Cosmic Yoga and Wake and Shake.

## **Festivals and competitions**

Wellsprings School is a member of SASP. All year groups attend as many of the tournaments and festivals provided as possible. See Appendix C for the types of sports available.

## **Health and safety**

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety of others at all times. We expect them to change for PE into their agreed clothing for each activity area. The teachers should set a good example by wearing appropriate clothing when teaching PE. No jewellery or watches are to be worn for any physical activity.

Risk assessments are in place for Physical Education. The learning environment and equipment are checked prior to use. The PE leader is responsible for purchasing and maintaining equipment and resources.

## **Role of the PE Leader**

The PE leader is responsible for overall curriculum planning, the management of the subject, the PE budget, the provision of equipment and its accessibility, and for the overall implementation of the PE policy, which is checked by governors. The PE leader liaises with teachers regarding all festivals, tournaments and extra curricular sports clubs. The PE leader supervises Sports Leaders and Playground Leaders and ensures they receive their training and are given opportunities to use this on the playground. It is the PE leader's responsibility to ensure all staff have adequate training, and to provide opportunities for staff CDP in PE. The PE leader also monitors pupil participation through tools such as Golden Mile and Absolute Education.

## **Assessment and recording**

Teachers assess children's progress by observing them in PE, and use this information to inform future planning. Children are given clear learning objectives to allow opportunities for self-assessment within lessons. Children who are struggling to achieve PE objectives may be selected to take part in "Smart Moves", a physical activity intervention (see Appendix D).

Class teachers make an annual assessment of progress for each child as part of the child's annual report to parents. This information is passed on to the next teacher at the end of the year.

Children's participation in activity is tracked through the use of the "Absolute Coaching" programme and The Golden Mile.

## **IMPACT**

In our school, we motivate children to participate in a range of sports which are fun and engaging and which help them to develop a range of skills. We encourage children to apply these skills and their knowledge during PE lessons, as well as to many different life experiences both now and in the future.

The children complete each key stage with a proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health and understand its significance as part of a healthy lifestyle. We motivate children to take responsibility for their own health and wellbeing, inspiring children to lead happy and healthy lives.

PE Policy updated annually. Last updated January 2023.