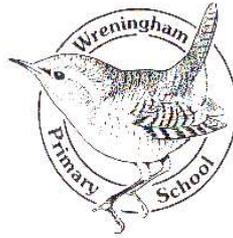


Together Everyone Achieves More  
Wreningham School is committed to Safeguarding  
And Promoting the Welfare of children



## Physical Education (PE) Policy

### Wreningham VC Primary School



#### Policy Consultation & Review

All policies at Wreningham VC Primary School should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values as a Church of England School

**Date: 17/04/21**

**PE Subject Leader:** Mr R Hodge

**Headteacher:** Mr RP Jones

## **Vision**

***For all children to enjoy being active and experience excellent physical education, school sport and physical activity: promoting an active and healthy lifestyle that will lead to life-long participation. In addition, to provide opportunities to compete in sport and other activities, to help build character and embed values such as fairness, respect, resilience and determination.***

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 at Wreningham 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 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 encompass those elements of our school values in the provision of PE which will allow children to develop qualities and attitudes beyond the physical skills : empathy, respect, resilience, self belief and high personal expectations.

## Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children in a supportive, secure and positive way. Within lessons we give the children the opportunity both to collaborate, to lead, and to compete with each other. Within lessons, they will have the opportunity to use a wide range of resources and equipment.

In all classes, there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies.

- Activities which involve achieving a personal best
- Collaborative activities requiring teamwork and appreciation of others' strengths and weaknesses
- Use of challenge based activities whereby the child takes ownership of their own learning, achievement and challenge – facilitated by the REAL PE scheme skills approach.

## PE curriculum planning

PE is a foundation subject in the National Curriculum.

All classes utilise the REAL PE schemes to teach a skills based approach to PE. In addition, specific teaching of sports and games will be complimented by the the skills-based approach of REAL PE being taught.

As required, we teach dance, games and gymnastics at Key Stage 1 and Key Stage 2. . Outdoor and Adventurous activities are taught from Year 3 to Year 6 during their residential trips – including orienteering, canoeing and climbing/bouldering skills and mountain biking.

The use of a skills based scheme in lower KS1 also provides opportunity for year 6 children to be involved in quality teaching and leadership skills. Every Year 6 child will have the opportunity to learn leadership and mentoring skills during the year, through the support of PE teaching to the Year 1 and 2 children. (restrictions related to Covid-19 from March 2020 have prevented mixing of class bubbles, however, this opportunity will resume as soon as restriction allow).

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

We use the REAL PE scheme tailored for foundation stage to introduce early skills through a story based approach along with yoga to provide children with an engaging, holistic experience of PE in order to develop their early physical literacy along with additional skills of listening, participation, following instruction and being imaginative and creative.

### Teaching PE to children with special needs

We teach PE inclusively, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the specific needs of children, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs). Games and activities are adapted appropriately to allow fully inclusive participation by all children.

### Assessment and recording

The progression of children's skills is assessed using the REAL PE assessment tools. In addition, teachers assess children's work in PE by making informal judgements as they observe them during lessons. This enables the teacher to make an annual assessment for each child as part of the child's annual report for parents

## Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to specific children. A limited number of responsible year 6 children are trained to take care of and distribute equipment from the store. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment safely as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities and a Norwich academy high school swimming pool for swimming lessons.

## Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity. Where ear studs cannot be removed, they must be taped.

## Monitoring and review

The PE subject leader is responsible for the standard of children's work and for the quality of teaching in PE. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The PE subject leader leads informal discussions annually at a staff meeting to evaluate and monitor the strengths and weaknesses of the subject.

## Extra-curricular activities

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term.

## Inter-School Sport and The Norfolk School Games

The school accesses inter-school competitive sport, festivals and opportunities for children to experience events and activities away from school premises through the Norfolk School Games offer. This includes playing an active role in organising cluster level competition with local schools, through to qualifying for South Norfolk and County level.

The school will continue to maintain a strong working relationship with the South Norfolk School Games co-ordinator and will strive to obtain as many places/teams as required in events offered. The aim of the school is to provide at least one inter-school sport/activity experience for every child in KS2 each year if possible. (restrictions related to Covid-19 from March 2020 have prevented mixing of class bubbles, however, this opportunity will resume as soon as restriction allow).