



# Bishop Bridgeman Church of England Primary School

## Physical Education Curriculum Policy

### RATIONALE

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The aims of PE are to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- access a wide range of activities
- are challenged and given opportunities to complete sports at a range of lessons.

### PURPOSE

PE allows children to:

- develop as wide a range of movement, gymnastic and athletics skills within his/her potential.
- develop physical competence, confidence, and help to promote physical development.
- learn, through experience, to value the benefits of participation in physical activity while at school and throughout life.
- develop an appreciation of skillful and creative performances across the areas of activity.
- understand the basic principles of health, personal hygiene, fitness and safety.
- develop as an individual and as a member of a team.
- develop the personal qualities of commitment, fairness, enthusiasm and self-discipline.
- to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

### GUIDELINES

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 and we do this through a mixture of whole-class teaching and individual/group activities. 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. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of

resources. PE coaches have been employed using the Sport premium to enhance the opportunities available to children and improve the quality of teaching.

1. All children are given equal opportunities to follow the National Curriculum for PE.
2. Work is planned to ensure progression of content and skills across each Key Stage, appropriate to the children's ages and abilities.
3. Cross-curricular links are made with other subjects, including ICT, Geography, Math's etc where appropriate. Actiphon sessions have been introduced which combines teaching phonics and P.E. Healthy Hearts session provides children with understanding of how Science and nutrition links to P.E.
4. Children experience activities in P.E. based on progressive learning objectives which combined with a variety of teaching styles, produce appropriate, stimulating, enjoyable and challenging learning situations. Teachers have CPD and team teaching sessions with a P.E coaches, due to Sport Premium which has improved the quality of teaching and challenge in lessons.
5. Children regularly experience a variety of physical activities such as dance, gymnastics, athletics and games. Children in Key Stage 2 will also have the opportunity to participate in outdoor and adventurous Activity
6. Children develop, in game situations, skills as an individual and as a member of a team. Children are taught to respect the authority of referees, the value of rules, and the sporting acceptance of victory or defeat is emphasised.
7. External coaches are used to enhance provision where appropriate. There are a range of PE-related activities including netball, football, dodge-ball, wrestling, rugby and dance for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. After school and lunch clubs are linked to children interests and requests. Intervention sessions take places with coaches at lunch time to support children who are achieving below age related expectations.
8. Bishop Bridgeman is Part of the Essa Academy cluster competition framework, in which they competes in competitions against other local schools. This gives opportunities for pupils to compete against other schools in a wide range of sports and at KS 1 to KS 2.
9. Children in Key Stage 2 have swimming lessons provided by the local authority where they are taught to swim competently, confidently and proficiently over a distance of at least 25 metres. Children should experience using a range of strokes effectively for example, front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations.
10. All children are made aware of Health and Safety issues when undertaking work in PE especially when handling and assembling equipment.
11. All children to have opportunities take part in outdoor and adventurous activity challenges both individually and with a team.
12. Children to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis, and apply basic principles

suitable for attacking and defending.

13. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
14. Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgment as to whether the child has met, exceeded or is working towards the expectations of each individual unit. Teacher use the Halton assessment scheme to assess from.
15. When planning and selecting materials, tasks, resources and teaching styles taking in consideration those children who struggle to access the P.E curriculum and have additional needs with a tailored session by qualified coaches and Special Needs Assistants.
16. 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.

## **CONCLUSION:**

PE promotes social, intellectual and physical skills and fosters co-operation, tolerance and self-esteem. We aim to promote an enjoyment in undertaking exercise in all children that will hopefully, be continued into adulthood as part of a healthy lifestyle.

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Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.

**Last Review Date: September 2017**

**Next Review Date: September 2018**