

## **PE POLICY**

### **INTRODUCTION**

At Aldingbourne Primary School we pride ourselves on providing all children with the opportunities to engage in physical education that is fun, exciting and stimulating. This document outlines our aims in providing an exciting and engaging P.E. curriculum to all children which inspires them to succeed and excel in competitive sport and other physically-demanding activities. This policy also summarises teaching methods and resources used to enable pupils to become physically confident in a way which supports their health and fitness. Finally, our methods in assessing the children's confidence and progress is explored.

### **AIMS**

We aim to deliver the P.E. curriculum in an engaging manner, accessible to all children, whilst building upon prior learning and making P.E. fun.

Our further aims marry that of the National Curriculum. To ensure that all children:

- 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.

### **CURRICULUM EXPECTATIONS AND ENTITLEMENT**

At Aldingbourne School all children experience a broad and balanced physical education curriculum that takes into account all abilities, learning styles and emotional and intellectual development. P.E is taught through different sports that encapsulate key skills, from foundation level to mastery alongside the game experience. The sports are on a cycle which enables each Key Stage to build upon prior knowledge obtained in previous weeks and years. Long term planning is accompanied by medium term planning as well as daily planning for each P.E. session. All daily plans are designed to ignite the children's interest in sport/physical activity that encourages a sense of achievement, satisfaction and enjoyment. Our programme also promotes raising self-esteem, team work and a sense of well-being.

## Early Years

In Early Years:

- children develop confidence, control and co-ordination in large movements
- children confidently move in a range of ways, negotiating space
- children know the importance of physical exercise
- children can get themselves dress for PE

## Key Stage 1

During Key Stage 1:

- children access a broad range of opportunities to extend their confidence and growing range of movement skills
- children engage in competitive and cooperative physical activity
- children master basic movements
- children participate in team games developing simple strategies
- children perform dances using simple movement patterns
- children participate in water confidence lessons

Our sports which cover the Early Years and Key Stage 1 P.E. curriculum are:

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Gymnastics	Gymnastics	Gymnastics (1/2 term)
Rugby	Basketball	Cricket
Hockey	Football	Athletics
Speed Cake	Circuits	Swimming
Dance	Kurling	Dance (1/2 term)
	Dance (1/2 term)	

**\_OAA** - Problem solving, team work, bouldering, tunnelling, shelter building, orienteering / map work

## Key Stage 2

During Key Stage 2:

- children continue to apply and develop a range of skills
- children communicate, collaborate and compete with each other
- children evaluate and recognise their successes and how to further improve
- children are given opportunities to devise historically valid questions
- children develop flexibility, strength, technique, control and balance
- children perform and choreograph dances using a range of movement patterns
- children take part in individual and team OAA challenges.
- children participate in swimming lessons at school and in Year 4, children take part in external swimming lessons

Our sports which cover the Key Stage 2 P.E. National Curriculum are:

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Football	Circuits	Cricket
Hockey	Netball	Rounders / Stoolball
Rugby	Indoor Athletics	Athletics
Indoor Athletics	Rugby	Tennis
Tennis	Hockey	Basketball
Dance (1/2 term)	Dance (1/2 term)	Swimming
Gymnastics	Gymnastics	
Swimming (YR 4)		

**OAA** - Problem solving, team work, kayaking, bouldering, tunnelling, shelter building, orienteering / map work

## TEACHING METHODS AND RESOURCES

As a school, we pride ourselves on ensuring that the teaching of physical education is creative, fun, exciting and accessible to all learners. We achieve this in the following way:

- Children are encouraged that it is 'okay' to make a mistake when trying to improve skills
- Ample sports equipment is provided to ensure waiting times are minimal and learning time is maximised.
- In Key Stage 2, classes are grouped by ability for PE sessions which enables small sided games and activities to take place as well as teaching catered to the ability of the group. This enables the teacher to support and stretch pupils appropriately.
- Children sample a wide range of activities to ignite their inner passion for sport
- Children experience lessons from teachers and outside coaches that allows them to receive learning from their specialist areas
- The sports equipment is regularly checked and new engaging equipment is purchased if and when necessary.
- The schools facilities include: an outdoor pool, indoor hall, sports field, playground, climbing wall, climbing rock, mile a day track, adventure playground, outdoor gym and tunnels.
- In KS2, children compete and represent their house team for Winter Sports Day and Junior Sports Day.
- In KS1, the children compete in an Infant Sports Day.
- Whole School Sports Day is planned to try and introduce new sports and experiences different from what they have tried before.
- Children participate in competitions against other schools in a variety of sports.

- The school is actively encourages outdoor running - funding 50% of entrance fee for The Chichester Corporate Challenge for Yr 5 and 6.
- The school encourages obstacle and relay races in other curricular subjects.
- Children have the option of attending a variety of after school clubs. For example, football, gymnastics and dance.
- In Key Stage 1, children perform dance as part of their school production.
- In Key Stage 2, children who opt in to the school play, will perform dance.

## **ASSESSMENT**

At Aldingbourne School, formative assessment is an integral part of our daily practise. It is used to inform planning, to facilitate differentiation and to ensure that the children have the foundations to successfully build upon their prior knowledge. The children also compete within the school and externally against other children. At the end of the academic year, based on formative assessments and achievements throughout the year, a judgement is given by the class teacher which states if a child is working towards, within or met the history curriculum. This is reported to parents in the child's end of year report.