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Mesne Lea Primary School
Working together for individual excellence

Physical Education Policy

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1. Introduction and Overview

Rationale

Physical Education develops a child's knowledge, skills and understanding. It involves the child in the process of decision making, selecting and applying skills, performing, evaluating and refining their work. It contributes to the overall education of the child by encouraging and helping them apply determination, resilience, respect, commitment, fairness, team work and leadership skills through engaging and purposeful physical activities.

Aims

"A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities." Children should be offered opportunities to compete in sport and other activities." National Curriculum, 2014.
Our children will be offered the opportunity to:

- Acquire and develop skills, performing with increasing physical competence.
- Understand what it takes to persevere, succeed and acknowledge the success of others.
- Develop a positive attitude to participation in physical activity.
- Develop an understanding of the effects of exercise on the body.
- Develop the sportsmanship, leadership and learn to work collaboratively with others.
- Set targets and compete against others, both individually and as a team.
- Promote an understanding and appreciation of the value of safe exercise.
- Further develop skills by joining sports clubs

2. School Curriculum

Physical Education at Mesne Lea Primary School is based on the National Curriculum Physical Education 2014 document. A curriculum overview document (Appendix 1) has been developed which provides a long term plan for each year group. The units are organised to provide progressive steps, which meet the end of key stage expectations and enrich the child's experience. Kickstart Education work with the school to deliver school sports, PE and support staff in their continued professional development.

3. Teaching and Learning

A variety of teaching and learning styles are used in PE lessons within lessons. All classes have children of differing physical ability, therefore teaching strategies cover a range of skills appropriate to their age and experience, including. Every child is praised for their achievements and encouraged to fulfil their potential through continued support and positive feedback. A token reward system is used linked to team houses: Lowry, Pankhurst, Turing and Wharton. Tokens are provided during PE lessons, competitions, extra-curricular clubs. The house with the most tokens each term/ end of the year is rewarded for their excellence.
Tokens are given for:

- Correct PE kit (black or dark navy shorts/ joggers, white t-shirt, trainers or pumps)
- Demonstrating the school values during lessons, competitions or extra-curricular clubs
- Excellent behaviour
- Leading by example
- Sharing their knowledge with others (peer support)
- Retrieval skills/ progression
- Respecting resources
- Developing a love of Physical Education/ Healthy lifestyles
- PE stars of the lesson / Star of the half term

4. Inclusion and equal opportunities

Planning and teaching are differentiated to ensure all children, regardless of physical ability, are engaged and included in all lessons. Through the support of their peers and staff, they are a valued member of any group or team. They are offered opportunities to take part in intra-school and inter-school activities and competitions where appropriate.

5. Extra-curricular Clubs

Enrich and reinforce the PE curriculum and the importance of keeping physically active in order to lead a healthy lifestyle. Provide a balance of competitive and non-competitive activities through intra and inter school events. Ensure that every pupil is offered the opportunity to attend a minimum of one out of school hours activity each week (Key Stage 1 and Key Stage 2).
Ensure that the school regularly participates in events which promote physical activity and support links to community clubs.

6. Resources

The PE Leader will develop, maintain and renew resources to support curriculum delivery. Resources should be suitable for the activity, age and ability of the children. They should provide opportunities to fulfil all National Curriculum requirements through challenging and engaging activities.

7. Assessment

To assist in assessment, teachers use the following:
•Observations of the children's individual and group work and pupil voice.
• ICT to capture children's work in physical education, to show progression and quality of performance.
• Peer and self-assessment to help the children analyse their own progression and set their own targets.
• Attainment targets to assess where the pupils are at the beginning of a module and how they have progressed.

8. Monitoring and evaluation

The school has a Physical Education Leader who will work with the Headteacher and Lead Kickstart Member of Staff to be responsible for document ownership, reviews and updates.
The PE policy will be reviewed annually or when any significant changes occur with regard to the curriculum or resources available in school. All amendments to the school PE policy will be discussed with all members of teaching staff/Governors. The PE policy is current and appropriate for its intended audience and purpose. Staff will be encouraged to review their own practice and seek advice. CPD opportunities are provided throughout the relationship with Kickstart to support teachers and ensure all staff feel confident and competent in their teaching of Physical Education.
The school will use an online software system to store data regarding pupil progress – Complete PE.

9. Uniform

All children are required to participate in the correct and designated school PE kit as communicated to parents/carers. Should a child not bring in appropriate kit, they will still be required to participate in the lesson (safety permitting). If a child does not bring their kit on the first occasion, it will be a message to parent/carers on Class Dojo. On the second occasion, it will a message to parent/carers on Class Dojo and a text home. On the 3rd occasion, it is a phone call home. Watches and jewellery should not be worn in lessons.