



Newbold School

Physical Education Policy

*Reviewed December 2021 by Mrs Jennings & Mrs J Crissey
Ratified January 2021 by Newbold School Board of Governors.*

Introduction

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical, social and emotional development and health. The physical education curriculum aims to encourage pupils' increasing self-confidence through enabling them to manage themselves successfully in a variety of situations.

We aim to provide a broad P.E. curriculum through a balance of activities (e.g. individual, small group, team, cooperative and competitive) to cater for the individual pupil's needs and abilities. We plan a range of activities that aim to provide children with a sound knowledge of large and small movement control in dance, gymnastics and games. Our varied and flexible teaching styles endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. We aim to promote an understanding of the many benefits of exercise through a balanced range of relevant activities. Children are taught, from Early Years, to appreciate the importance of good health through physical exercise so that they may begin to understand ways through which they can keep healthy and safe.

We offer both indoor and outdoor P.E. opportunities for children throughout the school. Different experiences for different age groups ensure a range of appropriate challenges are provided as they move through the school.

Aims

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To develop an ability to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules.
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- To promote positive attitudes towards health, hygiene and fitness and a positive attitude to themselves and others.
- To foster an appreciation of safe practice.

- To develop motor skills through a range of relevant movement-based activities.
- To develop a sense of fair play and sportsmanship.
- To develop communication skills, encouraging the use of correct terminology, to promote effective cooperation.
- To foster enjoyment of, and positive attitude to, PE in school.
- To promote an understanding of safe practice and develop a sense of responsibility towards their own safety and that of others.

Objectives:

The children will:

- participate in a range of motor/movement activities in order to develop personal physical skills.
- become aware of their body in relation to others and their immediate environment and aim to promote quality of movement.
- become aware of simple physiological changes that occur to their bodies during exercise.
- be given opportunities to develop imagination and cooperation to achieve shared goals
- be given opportunities to develop personal characteristics like initiative, self-reliance and self discipline.

Organisation

The PE curriculum has been organised to ensure that children in Early Years and both key stages have access to all areas specified in the P.E. National Curriculum (DfE, 2013) and Early Years curriculum (DfE, 2012).

Early Years:

Opportunities are provided for children to be active and to develop control and coordination through moving and handling activities which involve the use of a range of equipment and involve different spatial activities. Both classes have a structured P.E. lesson each week plus daily opportunities, both indoor and outdoor, to develop physical skills in the classrooms, the hall, the main playground and the Early Years outside area.

Key Stage 1:

Opportunities are provided for children to explore and develop their skills in movement and coordination. Children are taught a variety of knowledge, skills and understanding through dance, games and gymnastic activities. Teaching ensures that while children evaluate and improve their performances, connections are made between developing, selecting and applying skills, tactics and compositional ideas - including fitness and health.

Key Stage 2:

Children use their creativity and imagination as they learn new skills, find out how to use them in different ways and link them to make actions, phases and sequences of movement. Children enjoy being active and using their creativity and imagination in physical activity. They collaborate, communicate and compete with each other to

develop an understanding of how to succeed in different activities, as well as recognising and evaluating their own success.

Children are taught knowledge, skills and understanding throughout the year by engaging in a variety of activities including dance, gymnastics, games, swimming (yr 3/4), athletic and outdoor activities. Specific activities include: badminton, football, basketball, tag rugby, cricket, netball, cross country and softball/rounders.

Swimming and water safety:

The school provides one term of swimming lessons annually per class, for Years 3-4, at Bracknell Swimarium

After school Clubs:

There is a range of after-school sports clubs, which are available each term for a modest fee. These vary each term and can include: active kids, badminton, cross-country, basketball and keep fit, depending on availability and season.

We hold an annual sports day in Summer Term. This event covers many physical skills. Early Years and Key Stage One have their sports day together, separate from the older children. They rotate round activity stations, as part of a team. Key Stage two have their own sports day, which includes more complex athletic skilled activities.

Links with other subjects:

PE can link informally to other subjects, e.g. English (speaking and listening, recount, instructions, reasoning, discussion), Science (life processes and living things, body parts, good health, Maths (shape, position, directions, counting), Music (explore and express ideas, movement, dance, musical language) and ICT (videos/CDs of movements, sequences and actions). Teachers will use their discretion to decide when it is appropriate to make cross-curricular links.

Interschool sport competitions:

When offers of competitions with local schools arise (football matches and cross-country events, for example), such opportunities to participate will be discussed with the students, parents and relevant staff, and coordinated accordingly, if the activities are deemed suitable for the school.

Resources:

The school hall is used for PE with a range of large purpose built apparatus in permanent situ. In addition we are able to use the school playground, the large gymnasium at Newbold College, together with other Newbold College grounds. A range of smaller games and athletics equipment is available for all classes and is stored in the school hall.

Health and Safety

Safety of the children in lessons is of paramount importance. Children are carefully supervised in all activities and are only encouraged to challenges that are

appropriate to their age, size and skills levels. They are taught to keep themselves safe through proper use of equipment and awareness of the space that is or is not available for free movement and to recognise obvious risks.

Safeguarding:

Safeguarding matters are dealt with in accordance with our safeguarding policy guidelines.

Intent, Implementation and Impact:

From September 2020, we will be using a new progress assessment tracking system for P.E. Refer to the document entitled: P.E. deepdive information (Written by M. Jennings, Aug 2020) for information on Intent, Implement and Impact as well as the new progress assessment tracking tool.

Signed: Mrs M Jennings

Signed:

Date: August 2021

In light of Covid-19 still being in circulation, the following procedures will be followed to reduce the risk of spread: