

# Physical Education POLICY

## September 2022



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**Reviewed and approved by:** N Parry

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**Date of next review:** July 2023

### Linked Policies

This policy is the umbrella policy for Somerville Primary School's curriculum. Each individual subject area has its own policy document or subject statement to add extra detail and clarification. It should be read in conjunction with the Curriculum, Teaching and Learning, Assessment, SEND, Marking and Feedback and Homework documents.

### Physical Education INTENT AT SOMERVILLE

PE develops physical competence and confidence, and the ability to perform in a range of activities. It promotes physical skills, mental and physical development and a knowledge of the body in action. Physical education provides opportunities to be creative, competitive, and to face up to different challenges as individuals and in groups. We aim to deliver a broad and balanced programme which provides children with opportunities to promote physical development and competence and to develop artistic, aesthetic and linguistic understanding through movement.

Our aim at Somerville is to improve physical competency and to establish a lifelong love of physical activity which in turn helps to promote healthy lifestyles.

### ***The Somerville PE Curriculum is designed to:-***

1. Promote physical activity, physical development, and a healthy lifestyle.
2. Develop social cooperation and positive attitudes and to compete with a sense of fair play.
3. Promote and develop safe practice in physical activities.
4. Promote other learning across the Curriculum through physical education.
5. Provide equal opportunities for all children regardless of race, gender, background or ability.
6. Provide opportunities for all children to achieve their full potential.

### **CURRICULUM IMPLEMENTATION AT SOMERVILLE**

#### **Approach to Teaching and Learning and Pedagogy**

PE lessons are taught twice a week by the class teacher/PPA teacher. Physical fitness underpins the curriculum at Somerville. Learning is built upon previous units taught and sessions involve physical challenge and the development of skills alongside discussion, observation and evaluation of their own performance and those of their peers.

#### **Enrichment Experiences**

At Somerville we have an outstanding reputation for ensuring our pupils are involved in a range of enrichment activities and experiences. By linking with various companies and organisations we aim to provide competition and participation opportunities for pupils throughout the school. Our aim is to ensure our pupils are given opportunities that they otherwise wouldn't have. Alongside this we aim to enhance the abilities of our Gifted and Talented and SEN pupils through suitable competition and enrichment activities.

#### **Reading and Vocabulary**

Children are taught the correct subject-specific vocabulary within lessons and are encouraged to understand and use the different terminology depending on the topic.

#### **Special Educational Needs and PE**

The short term planning of physical education units of work addresses the need for differentiation. Within each of the areas of activity, broad task setting allows for differentiation by outcome. Differentiation by task can also be used - here the more able child can be challenged by extending the specific task and the less physically able can be encouraged to achieve success by breaking the task down into simple progressive stages, to be addressed as appropriate. In some activities, grouping more able children together on a task may challenge them further and in other activities grouping lower children with more able children to coach may benefit both parties. In games, differentiation can be achieved through choice and use of appropriate apparatus and group sizes.

For the small proportion of children who may need more individual and specialised provision, teachers recognise that they need not necessarily attempt to teach rigidly within the programmes of study for each Key Stage. Indeed, in order to enable these individuals to progress and demonstrate a degree of achievement and succeed, teachers may feel they wish to select material from different Key Stages and present it in a suitable context for the child's age. Achievement is possible for all children.

### **CURRICULUM IMPACT AT SOMERVILLE**

As of September 2020, a new unified assessment template is being used for all non core subjects. The main method of gathering evidence and assessing achievement in physical education is made through a continuous process of teacher observation. This is an informed assessment based on knowledge of the pupil and their performances. Appropriate skills have been identified for assessment, following agreed criteria, and judgements are made on the ability of the children to plan, perform and evaluate in physical education. Evidence of knowledge and understanding is also gathered by using the strategy of question and answer, and assessment of pupils' powers of evaluation can be made through comments.

### EQUALITY IN PHYSICAL EDUCATION

PE at Somerville Primary School is committed to valuing diversity and to ensuring equality of opportunity. We aim to create and promote an environment in which pupils are treated fairly and with respect regardless of gender, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual discrimination. No-one at Somerville Primary School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

### SMSC

The PE units of work have planned opportunities that allow discussion and learning around pupils social, moral, spiritual and cultural development. Each area of the PE curriculum lends itself to SMSC opportunities and these are threaded through lessons as and when appropriate.

### SAFETY

Safety guidelines are to be followed in lessons using guidance from the Edsential scheme and within the parameters of whole school policies. Teachers are expected to follow risk assessments provided and create their own risk assessment where required.