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## Physical Education Policy

Shirland Primary School

October 2022

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Last Reviewed	October 2022
Written By	Sam Flanagan
Reviewed By	Chair of Governors
Next Review Date	October 2025

## **Physical Education Policy**

This school policy is in line with current regulation from the Department of Education (DfE) on physical education as outlined in the National Curriculum 2014. PE is taught in school as a statutory subject (2 hours per week) and form part of our wider whole school improvement plan. Shirland Primary School has bought into Real PE through Creative Development which will underpin the school's values.

PE makes a significant contribution to the school's legal duties to:

- Engage children in a lifelong love of PE
- Educate children about leading healthy active lifestyle

## **Intent**

At Shirland Primary School PE is taught in the context of the school curriculum intent:

For our children to develop physical literacy and apply fundamental movement skills within every lesson, we want children to maximise active opportunities throughout PE lessons. Children are at the forefront of each lesson so they can have a direct impact on their learning throughout the year.

We would like staff to have a clear understanding of the Real PE philosophy and utilise resources through support from the PE subject leader.

We aim for learning to be enhanced through afterschool clubs allowing children to experience a wide variety of sporting opportunities. This is developed further at Shirland Primary School as members of the Amber Valley School's Sports Partnership where a trained coach works alongside staff to deliver skill-based teaching and learning to our children. This also strengthens staff professional development.

During the school day we plan for children to be active at regular intervals and we want staff to understand and appreciate the importance of the positive effects of active learning on the brain. We aspire to increase the number of children who are actively engaged at lunchtimes, leading to a healthy lifestyle which is achieved by eating sensibly, being aware of the dangers of drugs, smoking and alcohol and exercising regularly.

Further to this, we would like children to take the initiative by becoming excellent young leaders, organising, officiating and evaluating what needs to be done to improve, motivate and instilling excellent sporting attitudes in others. We hope these positive attributes will leave a lasting legacy both in and out of school.

## **Implementation**

At Shirland Primary School, our PE curriculum is designed to engage all learners within PE and is done through the Real PE format.

### Physical Education

- Children develop and apply fundamental skills and movements within every lesson.
- Children are able to challenge themselves in every lesson or make a task more manageable if it is too difficult.
- Children are at the forefront and have direct impact of their learning within the lesson.
- Staff have a clear understanding of the Real PE scheme through support from PE subject leader.
- Each half term has a specific focus which we call the '6 cogs'. The 6 cogs are Social, Physical, Health and Fitness, Creative, Cognitive and personal.
- Learning is enhanced through afterschool club opportunities. These are free of charge so all children are able to attend.
- Learning is differentiated to support the learning needs of every child.
- Swimming and water safety is taught in Year 5 and 6.
- Sports Premium Funding is spent effectively to develop a lasting legacy for PE and Sport in school.
- Children are widely encouraged to be active during the school day.
- Staff understand the importance of active learning.
- Children are able to lead their own active play.
- Children enjoy PE and Sport and it is used as a vehicle for positive mental health and wellbeing.

### School Sport

- Children given the opportunity to compete in competitive sport and represent the school.
- Targeted approach to identify groups of children to access school sport at various levels of motivation, competence and confidence aligned to a physical literacy approach.
- A wide range of afterschool clubs led by staff and AVSSP.

### Impact

There is one PE subject leader at Shirland Primary School who is regularly trained and updated in this fast-moving subject area. Alongside the senior leaders, they are responsible for measuring the impact of PE as well as ensuring that PE is used as a vehicle for whole school improvement.

Assessment is an integral part of the teaching and learning process in PE at Shirland Primary School. We focus on clear learning outcomes related to the curriculum and Real PE scheme. Teachers, therefore, are continuously and formatively assessing skills, attitudes, knowledge and understanding.

Our measure of impact is based upon the success of the following statements;

- Regular verbal feedback and effective formative assessment techniques are used within lessons to praise and ensure children are applying the correct technique / skill.
- Children become mini coaches of their own and their peers' learning. They support their peers to continue to improve and excel.
- Understand the impact that physical activity has on their own body (linked to Science and PSHCE)
- Measurable impact of swimming to increase the number of children who can swim 25m.
- Children become more active and continue to do so in adulthood.
- Children to lead active lifestyles and realise the importance of activity to support learning.
- Children become more active at break and lunch times and are given the opportunity to take on leadership roles to encourage the next active generation.
- Children are proud of sporting achievements and want to be more active for the betterment of themselves.
- Children enjoy the activities provided for them and give them a love of sport and activity.
- Pupils attitudes to learning improve as a result the pedagogical approach within physical education lessons. Explicit links are made between learning behaviours (i.e. edit, improve, refine performance) within PE and how these traits and values can become embedded across wider curricular activities.

The programme is regularly evaluated by the PE subject leader. This takes place through a variety of methods, including learning walks, observation, discussions with PE specialists, pupil feedback, analysis of learning nutrition wheels and targeted team teaching. The view of the pupils, teachers and parents are assessed through questionnaires, and will be used to make changes and improvements to our programme and extra-curricular offer on an ongoing basis.

Staff receive on-going training from the Real PE specialist. The subject is monitored by the PE leader to ensure standards are maintained and consistency in delivery is maintained across school.