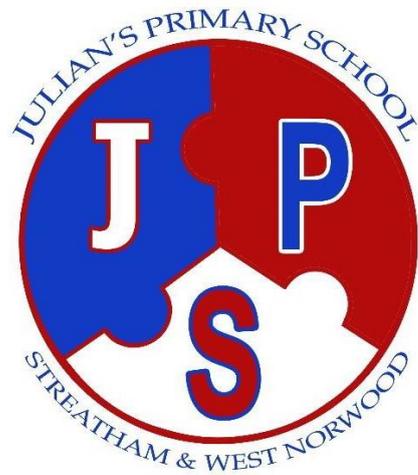


JULIAN'S PRIMARY SCHOOL

P.E./Dance Policy



What is P.E.?

P.E is the development of knowledge, skills and understanding of physical activity through a continuous process of planning, practise, exploring, performing and evaluating.

Aims and purposes of P.E.

All children should be provided with opportunities and encouraged to:

- Experience a wide range of physical activity;
- Enable children to develop and explore physical skill with increasing control and coordination.
- Develop confidence and competence in performing different skills;
- Develop positive attitudes to physical activity;
- Improve social and interpersonal skills;
- Appreciate the efforts of others, as well as their own;
- Respond positively to different challenges;
- Persevere and make sustained efforts to develop and improve their own performance;
- Pursue habits and interests that promote a healthy lifestyle;
- Become increasingly aware of how physical activity affects the body;

Planning, Teaching and Assessment.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. Teachers assess children's learning in PE as they observe them during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

P.E is taught in line with the Teaching and Learning Policy.

- Julian's children get a standard two hours of sports education a week.
- The school's scheme of work and associated resources ensures continuity and progression following guidance from the National Curriculum and Q.C.A documents.
- Learning may be planned to fit into a topic, but generally the P.E curriculum demands specific skills which are not easily linked with topic work.
- Provision is met by the class teacher or support teacher.
- Children are taught within their normal class as individuals, in pairs or groups as appropriate to facilitate a range of individual learning styles.
- Instantaneous assessment, in the form of verbal feedback during lessons, is an essential and integral part of P.E.
- Parents/carers are informed of children's progress in P.E in the end of year annual reports.
- Children reflect and evaluate their own performance, with teacher support.
- In the early years, regular observations are made and recorded in the area of 'Physical Development'.

Inclusion and Equal Opportunities

All children at Julian's Primary School are entitled to participate in the P.E. curriculum regardless of ethnicity, gender, religion and special educational need. At Julian's Primary School, we feel that it is essential that all children's efforts are valued and supported in a safe and secure environment. Where children have specific sensory and physical needs, adaptations to the curriculum may be necessary to ensure that children have every opportunity to succeed at their particular stage of development. (see S.E.N Policy).

P.E in the Foundation Stage

At Julian's, we believe that young children learn through using all their senses through being active and interactive. Physical Development is one of 6 areas in the Foundation Stage Curriculum. Activities provide children with opportunities to achieve nine early learning goals. Activities are planned specifically to ensure a safe, well-resourced environment, which helps them to build on and develop their confidence and independence. Children are given time to explore, experiment and refine their social, interpersonal skills as well as gross motor skills and hand-eye coordination. Staff provide children with a balance of opportunities for all round physical development. This is achieved through use of in and outdoor play, use of the small hall, playground and field. A range of equipment, apparatus and stimuli is employed to encourage the development of specific skills.

P.E in Key Stage 1

Children continue to build on their early experiences and move into paired and group activities. They begin to play simple games, explore and link actions, improve coordination and response to stimuli. They develop greater awareness of others and begin to develop their own ideas and creativity. Children improve their use of apparatus and equipment and continue to develop gross motor skills and hand-eye coordination. They learn to refine skills in throwing, catching and kicking balls and working cooperatively. They continue to develop coordination, balance and achieve greater control over their movements. They develop their visual and auditory awareness and begin to express themselves through movement and communicate ideas and feelings about their performance.

P.E in Key Stage 2

Children build on their previous experiences through a broader P.E curriculum. They learn specific skills and refine and improve existing ones. Children learn and demonstrate the importance of teamwork in pairs and small groups, and are taught common skills and principles for playing games with increasing complexity. They are given opportunities to be creative in developing their own rules as well as learning the conventions of traditional games. Children will take part in competitive experiences and develop greater awareness over the importance of their efforts as well as winning. Children begin to sequence movements with greater complexity, and develop poise and control over their actions, including equipment and apparatus. They respond creatively to stimuli and improve compositional work, performance and content. They become confident at evaluating their own performances and others, and reflect on how they can refine and improve their skills. Children develop greater awareness of the importance of physical activity and the effect upon their own body.

Resources

- Children should have access to a range of well organised, clearly labelled resources to develop the ability to select the appropriate equipment for a task
- Teachers will ensure that all resources are available when they are needed
- Everyday resources will be stored and available from the PE store cupboard and returned after use
- Teachers will notify the PE Leader of damaged resources
- Children should be taught to use resources/equipment appropriately and independently
- Teachers to use a diverse range of resource material to cater for all the needs of the children

Appropriate dress

We expect children to change for PE into the agreed clothing for each activity area. We expect the teachers to set a good example by wearing appropriate clothing when teaching PE. Children are expected to wear the school PE kit in order to ensure safe participation during sessions.

Indoor sessions:

- Shorts
- 'T' - shirt
- plimsolls

Outdoor sessions:

- 'T' shirts or sweaters(winter)
- Shorts or tracksuit bottoms(winter)
- Trainers

Jewellery should not be worn during PE and children are required to remove items such as earrings, necklaces, watches and rings etc. Items such as earrings that the child may be unable to remove should be covered by surgical tape.

Evaluation

The policy will be evaluated in line with the school's review policy. Evaluation will include: effectiveness, ease of implementation, resourcing issues identifying any amendments needed and additions required to the policy as a result of legislation or other changes in the PE curriculum

Governors

Governors will play a key role in the monitoring and evaluating of policy and the implementation of PE across the whole school. This will include: focused visits by the subject link governor, policy evaluation and curriculum development

The curriculum coordinator will keep governors informed of the implementation and changes in policy and changes in legislation and curriculum

Appendix –Curriculum map PE Unit outline for the year

Julian's Curriculum Map 2020/21

Activity	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Fundamentals	Throwing & Catching	Team Games	Equipment Sports	Athletics	Striking Games
Year 2 Matt Teacher	Cricket Skills Fitness	Tag Rugby Basketball	Netball skills	Hockey skills	Athletics	Tennis skills
Year 3/4 Matt Teacher	Cricket Fitness	Tag Rugby Basketball	Netball Basketball	Hockey	Athletics	Tennis
Year 5/6 Matt Teacher	Cricket Fitness	Tag Rugby Basketball	Netball	Hockey	Athletics	Tennis