



Physical Education (England)

Date	Review Date	Subject Leader	Nominated Governor
January 2017	January 2020	Helen Bremner Matt Roberts	Chair of Curriculum

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)

We believe that 'a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (The National Curriculum in England Framework Document (DfE) 2014)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

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- To ensure that all pupils develop competence to excel in a broad range of physical activities.
- To ensure that all pupils are physically active for sustained periods of time.
- To ensure that all pupils engage in competitive sports and activities.
- To ensure that all pupils lead healthy, active lives.
(The National Curriculum in England Framework Document (DfE) 2014)
- To share good practice within the school.

Roles and Responsibility for the Policy

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of Physical Education;
- delegated powers and responsibilities to the Executive Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;

Role of the Executive Headteacher and Senior Leadership Team

The Executive Headteacher and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the subject leader and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- ensure all equipment and PE facilities are up to standard;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutinies
 - discussions with pupils and members of the school council

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Executive Headteacher, the nominated governor and SENCO;
- be accountable for standards in this subject area;
- organize and support outside specialists to teach classes;
- ensure value for money with any SLA bought into;
- monitor standards by;

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- auditing the subject area
- review of the scheme of work
- monitoring teachers planning
- lesson observations
- discussions with pupils
- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Executive Headteacher and the subject leader;
- ensure this policy and other linked policies are up to date;
- monitor the use of SLA to deliver sections of the curriculum;
- ensure that everyone connected with the school is aware of this policy;

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- plan and deliver good to outstanding lessons;
- plan lessons which are interactive, engaging, of a good pace;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;

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- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
- be informed via termly newsletters of their child's topics and sporting involvement;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- encourage effort and achievement as well as participation in after school clubs;
- join the school in celebrating success of their child's sporting achievements, including school teams;

Policy Procedure

Teaching and Learning Style

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

Curriculum Planning and Organisation

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term

Short Term Planning

- details the subject curriculum over the week
- plans lessons in detail with specific class objectives
- sets individual learning goals for each pupil

Links with ICT

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

Special Educational Needs

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Contribution of the Subject to other Areas of the Curriculum

PE contributes to many subjects within the primary curriculum such as ICT, PSHE, Science, Literacy, Numeracy and Spiritual, moral, social and cultural development.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- communications with home such as end of half term newsletters
- information displays in the main school entrance – ‘trophy cabinet’

Training

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All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - National Curriculum programmes of study and attainment targets for all subjects
 - teaching and learning
 - planning
 - assessment
 - key skills
- receive periodic training so that they are kept up to date with new information

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Linked Policies

▪ Curriculum	▪ Teaching and Learning
▪ Monitoring and Evaluation	▪ Assessment
▪ Special Educational Needs	▪

Headteacher:		Date:	
Chair of Governing Body:		Date:	