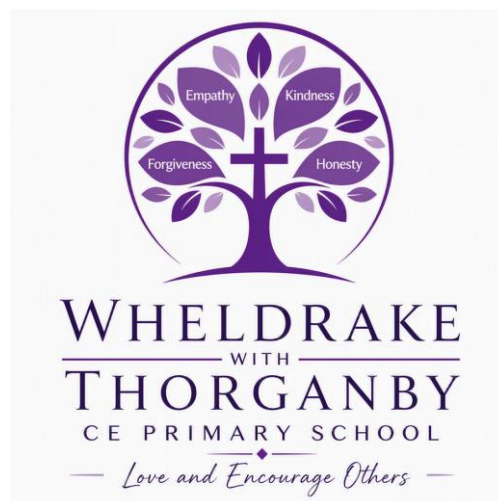


Wheldrake with Thorganby CE Primary School

PE Policy



At Wheldrake with Thorganby CE Primary School, we believe that PE inspires pupils to develop a lifelong love of physical activity and a positive attitude towards health and wellbeing. Through a carefully sequenced curriculum, pupils build competence, confidence and skill across a broad range of physical activities, at individual, team and competitive levels. PE enables children to understand the value of movement, effort and teamwork, appreciate the importance of an active, healthy lifestyle, and recognise their role as resilient, fair and respectful participants in sport.

Intent

At Wheldrake with Thorganby Primary School, physical education is an essential part of the primary curriculum and aims to develop pupils' competence, confidence and enjoyment in a broad range of physical activities. At our school, PE is taught through a combination of practical activity, skill development, discussion and the application of physical, tactical and evaluative knowledge.

Our PE curriculum follows the National Curriculum for England and provides opportunities for pupils to develop the knowledge, skills and understanding needed to become physically confident in a way that supports their health and fitness. We aim to inspire pupils to succeed and excel in competitive sport and other physically-demanding activities, and to encourage pupils to develop fundamental movement skills, apply these in increasingly challenging situations, and evaluate and improve their own performance.

We recognise that PE contributes to pupils' wider development by encouraging resilience, teamwork, fairness, respect and self-discipline. All pupils, regardless of ability or background, are given opportunities to participate fully in PE lessons. Appropriate support, challenge and adaptations are provided to ensure that pupils with additional needs, including those with SEND, can access the curriculum.

Where appropriate, PE is linked to other areas of learning, while ensuring that pupils develop secure subject-specific knowledge and physical skills.

Planning and Implementation

PE is planned progressively across each year group so that pupils build on their previous learning and develop increasing depth of skill, knowledge and understanding. Long-term planning ensures coverage of the National Curriculum programmes of study for Key Stage 1 and Key Stage 2, and identifies key vocabulary, skills and areas of activity, including games, gymnastics, dance, athletics, outdoor and adventurous activities, and swimming and water safety.

Teachers use medium planning to identify clear learning objectives, appropriate activities and opportunities for practical application. Progression documents ensure that staff are aware of children's prior learning. They are then able to consolidate and build upon existing skills. Lessons include a balance of teacher demonstration, skill practice, independent and paired/group activity, and opportunities for pupils to apply skills in competitive and co-operative contexts.

In Key Stage 1, pupils are given regular opportunities to:

- master basic movements including running, jumping, throwing and catching;
- develop balance, agility and co-ordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending;
- perform dances using simple movement patterns.

In Key Stage 2, pupils are given regular opportunities to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance through athletics and gymnastics;
- perform dances using a range of movement patterns;
- take part in outdoor and adventurous activity challenges both individually and within a team;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best;
- swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively, and perform safe self-rescue in different water-based situations.

Teachers ensure that lessons include appropriate challenge and support. Practical activities are carefully planned with consideration given to health and safety, correct use of equipment and appropriate risk assessment. Teachers model correct technique and vocabulary and encourage pupils to reflect on and explain their performance using evidence and evaluation.

Assessment and Reporting

Assessment in PE is ongoing and is used to identify pupils' existing skills, address misconceptions in technique or understanding, and inform future teaching. Teachers assess pupils through observation of practical performance, questioning, discussion and self- and peer-evaluation.

Teachers monitor pupils' progress against the knowledge and skills identified in the PE curriculum. Assessment information is used to identify pupils who require additional support or further challenge, including the most physically able pupils and those needing additional swimming provision.

Pupils are encouraged to reflect on their learning and explain how they have improved. Teachers provide feedback that helps pupils develop their physical competence, tactical understanding and ability to evaluate their own and others' performance.

The Role of the Subject Leader

The PE subject leader is responsible for:

- developing and reviewing the PE curriculum and policy;
- monitoring the progression of knowledge and physical skills across year groups;
- supporting teachers with planning, teaching and assessment;
- identifying and sharing effective practice;
- reviewing assessment information and identifying areas for development;
- supporting staff in developing their subject knowledge, confidence and safe practice;
- promoting active participation and opportunities for pupils to engage in competitive and co-operative activity;
- keeping up to date with developments in primary PE education;
- contributing to the school's self-evaluation and improvement planning in relation to PE.

The subject leader works collaboratively with teachers and the senior leadership team to ensure that PE remains a high-quality, engaging and inclusive part of the school curriculum.