



PHYSICAL EDUCATION POLICY

Date of Policy: September 2021

To be reviewed: Annually

This policy should be read in conjunction with other relevant school policies: Teaching and Learning policy, Assessment and Recording Policy, Sensory Policy, Communication Policy, Transition Policy and Attachment Aware and Behaviour Regulation Policy and Outdoor learning policy.

Overview

At Delamere School physical activity forms an integral part in the curriculum in order to develop communication skills, emotional well-being and sensory regulation. It enhances all pupils' health and fitness and contributes towards their physical development.

Developing and increasing pupils' understanding and enjoyment of physical activity is core to our curriculum. It includes PE, swimming and outdoor activities.

PE offers the opportunity to be physically active for periods of time and promotes enjoyment from involvement in all physical activities. It helps develop strength, stamina, flexibility, posture.

PE offers the opportunities to develop positive attitudes towards a healthy approach to living and build self-confidence and self-esteem in a range of situations.

Delamere offers opportunities for pupils to engage in competitive sports and activities including within the wider local community.

Intent

For pupils to show / have emerging awareness of activities and experiences.

For pupils to develop fundamental movement skills, to develop an awareness of their bodies moving in space; to enhance mobility and support good posture.

For pupils to explore by trial and improvement, leading to learned responses over short periods of time.

For pupils' to develop and establish movement patterns as they perform single actions e.g. rolling, running, jumping or splashing.

For pupils to link two actions in a sequence e.g. crawling and walking, or climbing and jumping.

For pupils to work in pairs and in small groups cooperatively, developing the ability to follow instructions and keep on task.

For pupils to express themselves through repetitive and simple sequences and movement patterns, developing their control and coordination skills e.g. kicking a ball towards a target or throwing a ball to a partner.

For pupils to move with some control and coordination e.g. travelling under and over climbing equipment and co-ordination using different equipment.

For pupils to access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

For pupils to have opportunities to engage in competitive activities both against self and against others including off site activities within the community.

For pupils to develop social skills and co-operative physical activities, in a range of increasingly challenging situations.

For pupils to 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.

To develop and perform dances using a range of movement patterns.

For pupils to consolidate, secure, and developing fluency in whatever movements and skills they acquire and develop.

For pupils to develop their own initiative through the setting of problem-solving activities and tasks.

For pupils to have an awareness of the need for health and safety, taking care of themselves, others and equipment.

Our vision, our values and our rights underpin all of our policies and the education we deliver. Article 3 of the United Nations Convention on the Rights of the Child states that: "The best interests of the child must be a top priority in all decisions that affect children". This policy has been created to keep the children at Delamere School safe and happy.

Implementation

EYFS

Young children's physical development is integral to all aspects of development, pupils learn through being active and interactive. Pupils use their senses to learn about the world around them and make connections between new information and what they already know.

Effective learning involves:

Giving children plenty of time to explore, experiment and refine movements and actions.

A safe, well-planned and resourced learning environment.

Supporting other areas of learning through physical play.

Children using and learning through their senses.

Building on children's developing skills, to promote confidence and independence.

Key Stage 1

All children will have access to daily physical activities including access to softplay.

Within PE pupils will access the scheme of work including:

Games, Gymnastics, Dance, Swimming

Key Stage 2

Pupils will have access to daily physical activities.

There are six areas of activities:

Games, Gymnastics, Dance, Athletics, Outdoor and Adventurous Activities, Swimming

Support from the Multi-disciplinary Team

Staff work together with Physiotherapists and Occupational Therapists; guidance and support linked to individual learning needs is sought as required.

Community Links

For some children PE will take place within the school environment. Visitors and specialist coaches may be brought into school for specific activities.

This offers the opportunity to transfer the skills and attitudes that they learn, to other meaningful situations. School makes use of the local amenities which are not available in the school setting.

Impact

- All pupils will have the opportunity to experience and participate in a range of physical activities in school and within the wider local community.
- All pupil will be supported to develop their physical skills and knowledge in line with their overall ability.

Evidence for Learning is collated through;

- Bsquared Assessment software
- Evisense
- Class Floor books
- Personal sketchbooks
- Children's artwork
- Arts award accreditations
- SmArty Crew Reports
- Intervention reports
- End of Year reports

References

- Delamere PE Programme of Study with supporting document can be found in Staff Read / Curriculum / Current Delamere Curriculum / PE
- Bsquared PE assessment software
- National Curriculum
- Statutory framework for the Early Years Foundation Stage effective from 1st September 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf