



‘Where Every Door is Opened and Every Gift is Unlocked’

At Witton we are a partnership of school, church, home, the Diocese and community. We create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We all appreciate and value what it means to be a positive member of a diverse and multicultural community. Time is taken to value and nurture each child educationally, creatively and spiritually. Children and staff are encouraged to aim for ‘*Everyday Excellence*’ and believe in themselves. Understanding and valuing their self-worth and the importance of their place and purpose in our community to be the person they are fully capable of being.

Physical Education is an essential part of all children’s social and physical development. It is a subject which offers invaluable experience where children can work together or individually to enhance and develop their gross and fine motor skills. It can also aid in their social and emotional development when the children plan activities, work with others and make judgments about their own and others’ performances and actions. Physical Education promotes health and fitness for all pupils which should be an important element of the children’s education.

Through PE, the children of Witton Church Walk Church of England Primary School will be aware of their own and others’ strengths and weaknesses thus developing an appreciation of and an empathy for others’ abilities and differences.

PE is a subject where all children can achieve despite their academic ability, race or sex.

Intent

Our aims when teaching PE at Witton Church Walk Primary School are to:

1. Ensure that all children are physically active.
2. Provide children with equal opportunities through a varied program of experiences.
3. Engage with children in activity which will enhance the children’s physical development and body awareness.
4. Enable the children to work safely alone and with others in a variety of environments.
5. Allow the children to develop their ability to work with others and show appreciation for their own and others’ strengths and weaknesses.
6. Consolidate their newly acquired skills through practice, participation and to show determination.
7. Use pupils’ skills, actions and mental strategies to solve problems.
8. Develop a high standard of physical ability and skills for all pupils, in order to allow for success, progression and a continuation of physical education in their further education.
9. Give children skills which they could apply to other areas of the curriculum.
10. Give the children basic skills in all areas which they can develop further.
11. Allow for children to realise their potential and overcome barriers that some children may face in Physical Education.
12. Understand exercise as an important element of having a healthy lifestyle.

Implementation

We are using the complete PE scheme of work for our PE curriculum. This is a 2-year rolling programme that is adapted and changed to meet the needs of the cohort.

EYFS

We encourage the physical development of our children in the nursery and reception class as an integral part of their work. As these classes are part of the EYFS they relate the physical development 'programme' as set out in the EYFS framework.

Key Stage 1 &2

PE is a foundation subject in the National Curriculum and requires six areas of activity

In key stage 1 pupils are taught skills and understanding through the following areas of activity

- Games
- Gymnastics
- Dance
- Fundamental skills

At key stage 2 pupils are taught knowledge, skills and understanding through the following

- Games
- Gymnastics
- Dance
- Athletics
- Swimming
- Outdoor and Adventurous Activities will be taught as part of a residential experience in Key Stage 2 and additionally through Forest Schools and Orienteering in the later part of Key Stage 2

Through the implementation of a broad balanced PE curriculum covering Games, Gymnastics, Dance, Athletics, OAA and Swimming the children will have opportunity to:

1. Plan, perform and evaluate when appropriate across the six areas of activity.
2. Work sensibly alone and with others in a safe environment.
3. Understand the importance of a warm-up and cool down before and after exercise.
4. Understand the effects of exercise on their bodies.
5. Use a variety of resources and equipment in a safe and suitable manner.
6. Participate in activities individually, with a partner, a small group or a team.
7. Make up and use simple rules.
8. Respond to a variety of stimuli in an imaginative manner.
9. Develop the understanding of risk taking in a safe environment

Dance should be taught to all year groups as a half term or termly period activity. The children should be encouraged to respond to a range of stimuli, plan sequences and actions, perform these actions perfect and

evaluate them. These dances should not always be seen as the product; planning for and the evaluation of movements should also be given time. This can particularly help with the development of children's language and speaking and listening skills. As the children progress through the school their experience of dance should allow them to communicate effectively through movement, as well as to create and perform sensitively a variety of steps and styles of dance.

Gymnastics should be taught to all year groups, as a half term or termly periods of activity. This should be based on individual work in Key Stage 1 building up to partner and group work in Key Stage 2. The emphasis for children in Key Stage 1 is on simple sequences both on and off apparatus. In Key Stage 2, the children should be developing towards more complex and refined sequences using a range of equipment competently and safely. It is hoped that from Nursery age onwards, the children will begin to carry their own equipment and to understand the need of working safely, with others in a variety of ways. Through gymnastics the children should be taught to plan, perform and evaluate their movements and be encouraged to appreciate the need for improvement and practice.

Games is another area of activity to be taught to all age ranges. Again, the children should be provided with a range of activities within games and be introduced to a wide variety of equipment. During Key Stage 1 the children should be concentrating on developing their own individual skills in throwing, catching, kicking, running, jumping, hitting, striking and receiving. As these individual skills improve they will then be able to work with a partner and within a small group. These skills should then progress towards mini games. Team games should include situations where there are no more than FIVE children on each side. The teaching of games at Key Stage 2 should be through small sided games. This will allow for maximum participation for all children. The children should experience individual/ team skills in the following areas.

- Striking and field games (Rounders, Cricket)
- Net/wall games (Tennis)
- Invasion games (Netball, Basketball, Dodgeball, Tag Rugby)

It is desirable that adult rules should be avoided. The children should be encouraged to make up their own rules and games. All children should be allowed to participate in a range of games and be given opportunities in the use of different equipment.

Athletics is to be taught in Key Stage 1 through a Multi skills capacity and in Key Stage 2 as the Games Scheme of Work. During year 3/4 the children should be encouraged to find the best way of running, jumping and throwing, whereas in Year 5/6 the emphasis should be on a specific techniques and skills. It is important to allow the children time to practise and refine skills as well as to measure their own and others' efforts and performances.

Outdoor and Adventurous activities will be taught as problem solving in year 3/4 and as an orienteering unit in year 5/6.

Swimming: Year 5 and 6 are to go swimming for one term each year. However; emphasis and priority will be given to 'poor' or non-swimmers, especially in Year 6.

School partnership

We are actively involved in the Vale Royal School partnership which provides us with;

- Ongoing support from the high school to further develop teacher's subject knowledge and skills.
- A range of sporting events to compete against other schools in the area
- Trains our year 5/6 play leaders to encourage children to be active at all break times and lunchtimes.
- Trains our mid day assistants to how to engage children to be physically active.

Break times and Lunchtimes

At Witton Church Walk we encourage our children to be as active as possible throughout the school day. The trained play leaders set out and initiate a range of activities for all children to take part in during break times and lunchtimes. Our Mid Day supervisors have received training on how to encourage children to engage in physical activity during lunch.

Extra-curricular activities

Our school provides a range of PE related activities for Reception Children (summer term only) to year 6. These include gymnastics, yoga, running club, football, hockey and netball. All activities encourage children to further develop their skills in range of sports. Our football teams play a number of competitive matches' against other local schools.

Role of Co-coordinator.

- The coordinator will manage resources
- The coordinator will endeavour to keep up to date with information, initiatives and developments in Physical Education and disseminate as appropriate.
- The coordinator will be aware of staff development needs and encourage continuing professional development.
- The coordinator will facilitate the sharing of good practice and be a leader of good practice.
- The coordinator will be responsible for drawing up an action plan for Physical Education. There will be an annual plan and should be informed by this policy. It will be reviewed termly.

The coordinator also has a year 6 PE lead to discuss what the school offers and discuss celebrations and what we can do to improve.

Sports Council

The school has a member of each class as their school sports council. Regular meetings are held to hear pupil voice about PE and ways to continue to develop the subject.

Health and Safety.

Please refer to the School Health and Safety documents and to the PE risk assessment relating to arrangements of PE during times when weather makes it unsuitable to conduct a PE lesson outside (Appendix 1) Cheshire Health and Safety Guidance in addition to the BAALPE safety document are to be followed for P.E. activities. Staff have read and signed the PE risk assessment. It is the PE Co-Ordinators responsibility to ensure outside PE professionals read this policy and PE risk assessment

Assessment, Recording & Reporting

- Feedback to pupils about their progress takes place in the context of PE lesson
- Formative assessments are made through observations during PE lessons
- Summative assessment is record on schools online tracking system 'insight'
- Reporting to parents takes place during Parents Evenings and annually through a written report.