



# STREATHAM & CLAPHAM PREP SCHOOL

## Physical education policy

Person(s) responsible for this policy		Head of PE	
Last review by	M Dolke (Head of PE is on maternity leave)	Review date	January 2024
Date of next review		January 2025	

### Introduction of curriculum subject

The purpose of this document is to reflect the aims and principles for the teaching and learning of PE at SCHS Junior School. It should be read in conjunction with the schemes of work and medium-term plans for each year group. In participating in physical exercise, pupils gain skills, knowledge, and understanding in:

- Games (Lower and Upper School)
- Gymnastics (Lower and Upper School)
- Dance (Lower and Upper School)
- Athletics (Upper School)
- Swimming (Lower and Upper School) to be reviewed

PE contributes to the overall education of pupils by providing challenges and fulfilment throughout life. PE is a foundation subject in the National Curriculum. Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes positive attitudes towards active and healthy lifestyles.

### Aims and objectives

We aim that all pupils:

- will find that PE enhances their physical and mental well being
- will be physically active and find enjoyment in physical activity
- find a lasting sense of purpose, achievement and fulfilment in physical activity
- develop physical skills, habits and interests that will promote a healthy lifestyle
- develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour and the ability to cope with success and failure
- learn how physical exercise affects the body
- understand the need for safe practice in physical activities and how to achieve this
- develop communication skills and an ability to work in close co-operation with others
- discover their own aptitudes and preferences for different activities
- are encouraged to use appropriate terminology
- set targets for themselves and compete against others, individually and as team members

- will develop the ability to plan a range of movement sequences, organise equipment and apparatus and design and apply rules

### **Teaching and Learning Style**

All pupils are encouraged to reach their potential in PE and to enjoy the subject. Pupils learn how PE is vitally important to their future health and well being and how it can have a positive effect on their lives. All lessons should be fun and pupils should be pushed to achieve their best. The format for all lessons will include a warm up and cool down, a time for stretching at the beginning and the end, plus a skills element and in games lessons small games and full games if possible. PE lesson will be no more than an hour long. Pupils will be given verbal feedback on their progress in gaining skills so that they know what their targets are.

### **Equal opportunity**

All pupils, irrespective of physical ability, race, creed or stage of achievement have the right to reach their full potential in Physical Exercise.

### **Physical education in the foundation stage**

During the Foundation Stage a pupil's physical development is inseparable from all other aspects of development because they learn while being active and interactive.

Effective learning involves:

- giving pupils plenty of time to explore, experiment and refine movements and actions unhurriedly
- providing a safe, well planned and resourced environment
- supporting other areas of learning through physical activity
- children learning through all of their senses
- building on pupil's developing skills to promote confidence and independence
- giving children an opportunity to explore water activities and learn about water safety

Effective teaching involves:

- providing opportunities for regular and frequent physical activity indoors and outdoors
- ensuring that space is safe to use and that outdoor clothing is safe and sensible
- offering a range of stimuli for movement, such as action rhymes, stories, music and props
- introducing the vocabulary of movement and words of instruction
- direct teaching of physical skills
- providing a range and sufficient quantity of small objects to handle

### **Objectives for dance**

Dance is an art form which is concerned with developing control, co-ordination and versatility in the use of the body. It helps to maintain flexibility, develop strength and aesthetic awareness and the appreciation of beauty and quality in movement. Composition, performance and appreciation are the three components of dance. All are inter-related and will usually be taught together.

Pupils will be taught to:

- develop control, co-ordination, balance and poise in basic actions of travelling, elevation and stillness
- enrich movements by varying shape, size, direction, level, speed, tensions and continuity

- experience and respond to a variety of stimuli
- create dances with clear beginnings, middles and ends
- use techniques and styles to communicate meanings and ideas
- describe, interpret and evaluate all aspects of dance, choreography, performance and content production
- experience examples of traditional/ folk dances from other countries

### **Objectives for games**

Games and competitive sports are an essential part of the PE programme. They involve pupils participating individually, in a team, co-operatively where that are concerned with skills, tactics and principles of play.

Pupils will experience:

- a variety of different invasion games such as netball, football and hockey
- additional sports such as fitness, orienteering, swimming and fielding games such as cricket and rounders
- games that provide practice for skills and learning about attacking and defending tactics
- the opportunity to develop their own game with rules and scoring systems
- a variety of roles in each game including umpiring
- small sided versions of established games
- advanced techniques and tactics in game play and how analysis can improve performance
- a full sided version of a game and play in different positions in competitive situations

### **Objectives for gymnastics**

In gymnastics the focus is on the body. Pupils are encouraged to acquire control, co-ordination and versatility. Strength is developed and flexibility is maintained. Actions include leaping, balancing, inverting, climbing, rolling, swinging. Pupils work alone and in small groups, carefully sharing space, ideas and apparatus.

Pupils will experience:

- many ways of performing basic actions
- improved control of individual actions through repeated practice
- learning how to link together a series of actions on floor and apparatus and be able to repeat them
- learning how to correctly lift, carry and position apparatus
- learning how to emphasise elements such as changing shape, speed and direction in a longer series of actions in response to as task
- understanding of how body tension, clarity of shape and extension influence quality
- demonstrating their own work in sequences with or without a partner

### **Objectives for swimming**

Swimming is a crucial survival skill and an essential pre-requisite for a range of activities in and around water. It provides an excellent form of all round exercise and can contribute to the development of flexibility, strength and stamina.

Pupils will learn:

- to develop safety and confidence in the water
- to understand the basic principles of water safety
- the fundamentals of the four recognised strokes and a variety of general water skills
- to swim at least 25 metres by the end of the Upper School

### **Objectives for athletics**

In Athletics the focus is upon developing a variety of natural physical actions such as running, jumping and throwing. The activities provide excellent opportunities for promoting physical fitness and understanding how the body works.

Pupils will:

- experience and participate in running, jumping and throwing activities
- develop and practice the basic skills leading to athletic events – to learn how to measure, compare and improve performance
- experience competition
- learn about the effects of exercise on physical health and fitness

### **Curriculum organisation and management**

The PE Scheme of Work is an appendix to this document, and it is based on the National Curriculum programmes of study. It is the most firmly timetabled element of the curriculum because of the need to use the appropriate space for each activity. PE is taught throughout the school year, but not all areas of the activity are covered each term.

Within this framework each year group:

- spends approximately 3/4 lessons per week over the year on PE. This variation is due to the rotation of swimming lessons throughout the year. Each year group from Reception upwards swims for half of the term each year.
- Lower and Upper School use the sports facilities of the Junior School and also the Senior School for sports events such as fixtures, local tournaments and Sports Days during the Summer term
- PE in Preparatory School from Foundation Stage upwards is taught by teachers qualified in PE.

### **Assessment and recording**

Assessment will be carried out in accordance with the school assessment policy. The assessment will be ongoing and be based primarily on the observations made during PE lessons and, where appropriate, children's reflection or their own and other's performance.

Pupils are regularly assessed using criteria set down by outside bodies (swimming) or by teacher assessment. An overall assessment is made at the end of the year for report purposes where the PE teacher will assess pupils in terms of their coordination, agility, fitness, balance, ball skills, reaction time etc. Pupils' progress is recorded in the report.

The assessment will form the basis of:

- Reflecting on the appropriateness of the activities and tasks
- Planning for future learning and teaching
- Understanding the progression of children's skill and confidence development
- Providing information for parents, colleagues and other interested parties –when required

**Risk assessment arrangements**

A generic risk assessment is available for gymnastic and dance activities, games activities, swimming, athletics, and outdoor activities. Teachers should be aware of risks and take all necessary preventative measures to minimise the likelihood and severity of any accident.

**Strategies for ensuring Progress and Continuity**

PE is regarded as an important element of the curriculum and the school employs a designated PE teacher who oversees PE taught in the school and ensures that the correct elements are taught to each year group.

**Extra-curricular opportunities**

A large number of inclusive clubs are available to pupils in order for them to further practise their skills. There are also many opportunities for pupils to be part of school squads to play competitive matches against other schools, participate in swimming galas and learn how to behave showing due regard for sportsmanship and respect for umpires. Pupils also have an opportunity to perform in gymnastic competitions and learn how to choreograph own sequences of gymnastic movements.

**Links with other curriculum subjects**

PE teachers make links with other curriculum subjects wherever possible. These are likely to occur in Science (e.g. learning how exercise effects the body), in Maths (e.g. recognising parallel lines on the netball court, measuring and timing distances and keeping score), PSHE (e.g. learning how to recognise and respect other pupils' strengths and weaknesses) and Geography and History (e.g. learning about other cultures through dance). PE teachers ensure that PE has a positive effect on how pupils feel about their physical well being.

**Inclusion**

All pupils are encouraged and supported to reach their best and clubs are open to all pupils.

**Date for next Review**

January 2025