



The Forest CE Federation

'Small enough to care. Large enough to inspire

Valuing all God's children '

'All things are possible for one who believes' Mark 9 v 23

Physical Education Policy

Reviewed October 2021



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Visions and Aims

The Forest CE Federation aims to provide children with an exciting, broad and balanced curriculum that will instil a love of learning. Our approach enables all children to become lifelong learners by developing transferable skills to equip them to succeed in a competitive world. A strong **Christian** ethos permeates through our daily lives ensuring our pupils are cared for in a safe, nurturing environment within our small **community**.

Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian environment. Our vision, '**Small enough to care, Large enough to inspire , Valuing All God's children**' is at the core of everything we do. The curriculum we offer is not merely academic, but embraces the spiritual, moral, social and cultural development of all pupils and is deeply rooted in our vision that:

'All things are possible for one who believes' Mark 9 v23 .

We believe in the "whole child" and are committed to children's wider well-being through our **creative** inclusive curriculum, which is driven by our spiritual values.

Our curriculum is designed to spark **curiosity** in young minds through carefully planned opportunities for pupils to acquire, apply and master their knowledge and skills in a unique learning environment.

We know that a child who feels happy, safe and secure will have the **confidence** to try their best and achieve in all that they do. We endeavour to provide all children with the knowledge, skills and environment in which to thrive.

We define progress as the widening and deepening of essential knowledge, skills, understanding and behaviours. This is done through how we deliver our curriculum; Continuous Provision.

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1. Philosophy, aims and objectives:

The Forest Federation understands the vital contribution of Physical Education has to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

1,1 Physical Development:



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- To develop competence to excel in a broad range of physical activities
- To ensure pupils are physically active for sustained periods of time
- To engage children in competitive sports and activities
- To educate/encourage children to lead healthy, active lives.
- To form sustainable links with local clubs, teams and coaches to ensure pupils lead active lives.

1.2 Social and Emotional Development

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

1.3 Cognitive Development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgments.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgments on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

1.4 Spiritual, Moral and Cultural Development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.



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- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

2. Staffing, Teaching and learning Style, Inclusion and Resources

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

Pupils in both KS1 and KS2 engage in two hours of high quality physical activity during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work including invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities.

A range of resources are used to support progression across the curriculum including: 'Real PE' Scheme and sport specific programs introduced via specialist coaches.

All children are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the physical education programme of study: key stage 1 and 2 written in the New National Curriculum 2014 which takes account of individual interests and needs.

All pupils have a block of 10 swimming lessons each year.

In key stage two, children take part in outdoor and adventurous activities as part of a residential.

The school also provides a range of PE related extra curricular activities, which encourage children to further develop their skills.

All children should be provided with equal opportunities to participate in a curriculum in which there are no barriers to access based on race, sex, culture or ability. PE lessons should aim to provide quality experiences that challenge children.

3. PE Curriculum Planning

The Forest Federation uses the REAL PE programme. This ensures that the demands of the National Curriculum are met. PE activities build upon the prior learning of the



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children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school physically, socially and emotionally.

4. EYFS

In Reception (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week

5. Contribution of Physical Education to teaching in other curriculum areas

5.1 Learning opportunities.

Lessons should be conducted in a secure, supportive and disciplined manner. Pupils will learn the rules, etiquette, laws and codes for various activities. Lessons begin with an appropriate warm up followed by individual skills, small group or team practice and a form of assessment to finish. During the lesson there are opportunities for observation, evaluation, demonstration and discussion. Where possible, links are made with other areas of the curriculum. Most significantly, peer teaching, support and responsibility for supporting each other in each other's learning aims to ensure that the REAL PE ethos promotes confident and independent learners across all areas of the curriculum.

There are regular opportunities for children to receive coaching from individuals other than class teachers. This is greatly enhanced by close liaison with the School Sports partnership.

The Forest Federation is a REAL LEGACY school, ensuring pupils are trained as REAL LEADERS. The school also uses REAL PLAY, ensuring pupils apply these key learning and leadership principles across all areas of school life. Pupils will use these skills to develop each other across the key development areas, across the whole of their school experience.

5.2 School Sports Partnership (SSP):

The Forest Federation is a member of the Daventry and South Northamptonshire SSP. The Forest Federation accesses curricular support, competitive opportunities for our pupils and training for staff via the partnership. As a federation, we aspire to the 7 High Quality National Outcomes which guide the work of all SSP's. These are:

- Increased participation in High Quality Physical Education.



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- Increased Participation in High Quality Out of School Hours Learning.
- Increased Participation in High Quality Informal Activity.
- Increased attainment and achievement through PE and Sport.
- Improved behaviour and attitude in PE, Sport and whole school.
- Increased participation in competitive and performance opportunities.
- Increased involvement in community sport and improved quality of community life.

6. Teaching Physical Education to Children with Special Educational Needs

At The Forest CE Federation, we teach Physical Education to all children. Physical Education forms part of the creative school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress. The specific needs of a pupil will need to be identified prior to lessons and when necessary, referred to in a EHCP. (Educational Health Care Plan.) Planning to support the needs of the pupil must include Senior Members of staff, SENCO and parents and carers.

7. Assessment and Recording

Teachers assess children's work in PE at the start of the unit and as they observe them working during lessons using The Real PE Class Assessment grids. Teachers also use assessment for learning strategies during their lessons and children are actively encouraged to make assessments of their own work and others. The co-ordinator ensures that the PE curriculum is delivered throughout the school through monitoring and audit processes. Class teachers make an annual assessment of progress for each child.

8. Role of the Curriculum Leader.

The monitoring of the progress and development made by the children and the quality is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching Physical Education, being informed about current developments in the subject, and providing a strategic lead and direction for the subject at The Forest CE Federation. A curriculum review is made annually which reports on achievements and indicates areas for further improvement. Support for all teachers is also made through the REAL LEGACY programme and SCHOOL SPORTS partnership. This ensures the school is supported and also accountable for the support it provides pupils and staff.



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9, Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area where necessary, training shoes for outdoor games bare feet for indoor activities. The teachers should set a good example by wearing appropriate clothing when teaching PE. No jewellery or watches are to be worn; children with long hair are to have it tied back for any physical activity. Pupils who require spectacles for clear vision are to ensure they have plastic lenses. Risk assessments are in place for Physical Education. The learning environment and equipment are checked prior to use. The co-ordinator is responsible for purchasing and maintaining equipment and resources.

10. Safeguarding

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches as well as staff working on a one off basis or with clubs. Children in Year 5 and 6 are not expected to change together.

Mr Willsher and Miss Dicks.
Joint PE Subject Leaders.
March 2020