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| Towngate Primary Academy  PE Policy |



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| **Date** | **Review Date** | **Coordinator** |
| September 2019 |  | Miss Stephanie Lane |

**Introduction**

P.E. & Physical Activity play an important role in developing children as a whole. All children are entitled to benefit from high quality PE provision and there is significant evidence to show that this supports other learning right across the curriculum.

PE & Physical Activity also contribute to healthy, active lifestyles, improve emotional wellbeing, reduce poor behaviour, increase attendance and develops key skills such as leadership, confidence, social and team building skills.

The Obesity Strategy – A Plan for Action (DfE August 2016) *“Every primary school child should get at least 60 minutes of moderate to vigorous physical activity a day. At least 30 minutes should be delivered in school every day through active break times, PE, extra-curricular clubs, active lessons, or other sport and physical activity events, with the remaining 30 minutes supported by parents and carers outside of school time”.*

Regular participation in sport and physical activity can help to reduce the risk of heart failure; improve physical fitness; help with weight management; promote good health; instil self discipline; develop skill; improve self- confidence; reduce stress and develop lifelong learning skills.

**Aim**

At Towngate Primary Academy our aim is to improve and increase the quality and quantity of PE and physical activity for all children, to show how PE and physical activity can enhance childrens’ attainment and achievement and create pathways for them to continue to be active beyond school. We will be developing our links to outside agencies and clubs which will help to generate positive interaction in the school and community.

We are striving towards improving the delivery of teaching and learning of PE in order to promote participation, progress and performance. At Towngate we recognise the impact that the provision of high quality PE and school sport curriculum has on the whole school and that it can lead to whole school improvements.

By the time the children leave the Academy our aim is for the children to develop and demonstrate the following personal qualities:

* A strong desire to learn and make progress;
* High levels of dedication, commitment and involvement in PE and school sport;
* Good levels of positive behaviour such as fair play and helpfulness; and
* High levels of enjoyment and enthusiasm and a strong desire to get involved.

**Our Curriculum – intentions, implementation and impact**

Our PE curriculum aims to ensure that all children develop the fundamental skilss and competence to excel in a wide range of physical activities by providing a broad and balanced curriculum with opportunities for all to be enjoyed. A high quality PE curriculum will allow children to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. It also contributes to the development of a range of important cognitive skills such as decision making and analysis, and social skills such as team work and communication.

**Curriculum intentions**

Intention 1: Develop our learner’s learning (Our head and body: what we learn)

To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, so that children can flourish, reach and exceed their potential academically, physically and artistically.

Intention 2: Develop the character of our learners (Our heart and character: Who we are when we learn)

To develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever changing community.

Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)

To develop the behaviours learners need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.

Intention 4: Develop the moral compass of our learners (Our place in the community and wider world: Who we are)

To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others.

**Progression in skills/knowledge**

The subject knowledge content and skills of the National Curriculum are delivered through the use of the PE Learning Challenge Curriculum. These are based on the year group expectations from the new curriculum document. A whole school mapping process ensures that all the skills are covered and taught at an appropriate level across the Academy. Class teachers are provided with a progression skills document so they’re aware of the skills that have been previously taught.

**Assessment**

The Learning Challenge Curriculum used to plan and teach PE, ensure that children are accessing sporting activities and skills at age related expectations, with regular opportunities to be challenged through higher-level objectives. AfL is carried out by class teachers every lesson and children are assessed according to age related expectations in line with curriculum requirements.

**Role of PE Co-ordinator**

The PE co-ordinator works alongside other PE co-ordinators in the academy and the head teacher to ensure that PE, Sport and Physical Activity within the school is of high quality and that we are improving what we do from year to year.

The PE co-ordinator role includes:

* Supporting colleagues in all aspects of the curriculum
* Monitoring and evaluating progress
* Taking a lead in the policy development
* Auditing and supporting colleagues in their CPD
* Purchasing and organising resources
* Maintaining a subject file
* Organisation of whole school events to promote PE, Sport and Physical Activity.

**Extra-curricular sport**

In our endeavour to increase participation, we offer a wide range of extra-curricular opportunities for our pupils. Clubs typically run from 3.15pm – 4pm.

Extra-curricular activities include:

* KS1 multi-sports
* KS1 dance
* KS2 acrobat club
* Football
* Netball

**PE Sessions link to Spiritual, Moral, Social and Cultural Development**

*All PE sessions are planned to promote aspects of SMSC to ensure that the children have rounded experiences.*

**The spiritual development of pupils is shown by their:**

* The spiritual development of pupils is shown by their ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values
* The spiritual development of pupils is shown by their sense of enjoyment and fascination in learning about themselves, others and the world around them
* The spiritual development of pupils is shown by their use of imagination and creativity in their learning
* The spiritual development of pupils is shown by their willingness to reflect on their experiences.

**The moral development of pupils is shown by their:**

* The moral development of pupils is shown by their ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
* The moral development of pupils is shown by their understanding of the consequences of their behaviour and actions
* The moral development of pupils is shown by their interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

**The social development of pupils is shown by their:**

* The social development of pupils is shown by their use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
* The social development of pupils is shown by their willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
* The social development of pupils is shown by their acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**The cultural development of pupils is shown by their:**

* The cultural development of pupils is shown by their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
* The cultural development of pupils is shown by their understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
* The cultural development of pupils is shown by their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
* The cultural development of pupils is shown by their willingness to participate in and respond positively to artistic, sporting and cultural opportunities
* The cultural development of pupils is shown by their interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

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| **Principal:** |  | **Date:** |  |
| **Chair of Governors:** |  | **Date:** |  |