



**Charlton-on-Otmoor CE Primary School**  
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## **POLICY FOR THE TEACHING AND LEARNING OF PHYSICAL EDUCATION**

### **Philosophy**

Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful, high-quality physically demanding and competitive activities. It also promotes an active and healthy lifestyle, physical development and knowledge of the body in action as well as reinforcing embedded values such as respect, fairness, confidence, perseverance, team spirit, positive competitiveness and organisation. PE is an integral part of school practices which allows all children to gain a sense of achievement and develop positive attitudes towards themselves and others.

### **Aims**

In order to promote an active and healthy lifestyle, all children should be taught to:

- be physically active
- adopt the best possible posture and appropriate use of the body
- engage in activities that develop cardio vascular health, flexibility, muscular strength and endurance
- understand the need for personal hygiene in relation to vigorous physical activity

In order to develop positive attitudes all children should:

- follow the conventions of fair play and honest competition
- cope with success and limitations in their performance
- persevere with and consolidate their performances
- be mindful of others in their environment

### **Role of Curriculum Subject Leader**

- With the Headteacher, to share a role in the monitoring and evaluation of the PE curriculum throughout the school.
- To encourage other members of staff in their teaching of PE and to give support where appropriate.
- To encourage staff to work within the guidelines laid down in the PE policy.
- To keep up to date with current good practice and with national changes within the PE curriculum.
- To evaluate and update the Policy, any schemes used and resources on a regular basis.
- To assist the Headteacher and Governors in the development of the School Improvement Plan.
- To manage a budget to purchase in line with the school's needs.

- To support members of staff in the use of effective planning, assessment and recording systems.
- To oversee an annual inspection of all PE equipment with external agency.
- To maintain a high standard of PE teaching in his/her own classroom and ensure that PE keeps a high profile within the school, through sports activities, external support, etc.

## Entitlement

All children are entitled to high-quality PE lessons. In Foundation Stage children receive at least 1 hour of PE a week and in KS1 and KS2, children receive at least 2 hours of PE a week. Individual class timetables make reference to the lesson times for PE lessons. These are reviewed annually.

## Curriculum

The content taught during PE lessons is set out in the Foundation Stage Curriculum and National Curriculum 2014 and states the following skills should be focused on in each Key Stage:

### Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing 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
- Perform dances using simple movement patterns.

### Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

*Physical education programmes of study: key stages 1 and 2  
National curriculum in England 2013*

The PE curriculum at Charlton-on-Otmoor is based on these requirements and is taught through Primary PE Planning's scheme of work. Within this, each year group will take part in PE in accordance with the school's long term planning. This will ensure continuity and progression through school in order to continue to improve standards in PE.

At Charlton-on-Otmoor will be taught through;

- Exposition (demonstration, explanation and instruction) by the teacher to the class, groups or individuals
- Practical activity and related discussion
- Co-operative group work
- Consolidation and practice of fundamental skills
- Opportunity to discuss and reflect on their work through a plenary
- Use of professional/qualified coaching to enhance current provision within school
- Links made to Every Child Matters and Healthy Schools
- Extended high-quality provision through after school activities making use of professional / qualified coaches
- Use of community facilities - local swimming pools

### **Planning, Assessment, Recording and Reporting**

#### **Planning**

Planning for PE is initially shown in long term plans. Lesson plans (annotated from the Primary PE Planning scheme of work) show more detailed learning objectives and differentiated activities. To ensure each lesson provides high quality PE, the following outcomes from the DFES document "Do you have high quality PE and sport in your school?" should be included:

- show a strong commitment to making PE and school sport an important and valuable part of their lives in both school and the community;
- know and understand what they are trying to achieve and how to go about it;
- have an understanding of how what they do in PE and school and community-based sport contributes to a healthy and active lifestyle;
- have the confidence to get involved in PE and school and community sport;
- have the skills to take part in PE and school sport and are in control of their movement;
- respond effectively to a range of different competitive, creative and challenge-type activities both as individuals and as an integral part of teams and groups;
- are clearly thinking about what they are doing and making appropriate decisions for themselves;
- show a desire to improve and achieve in relation to their abilities and aspirations;

- have the stamina, suppleness and strength to keep going; and
- enjoy PE and school and community sport.

## **Assessment**

Summative and formative assessment in PE is carried out by class teachers:

- Informally during the course of teaching through observation
- At the end of each unit of work teachers to complete pupil assessments in order to update the children's attainment and progress in that area of PE.
- These are used to assist in reporting to the parents and passed on to the following class teacher
- To inform future planning

## **Inclusion**

In accordance with the school's Inclusion Policy, PE activities are differentiated to meet the needs of each pupil.

*Children with Special Educational Needs and Disability* will be identified through a range of activities. Their needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum.

## **Equality**

Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the school's Equality Policy.

## **Resources**

All teachers have access to centrally stored PE resources. Resources are kept in two locations; indoor and outdoor stores. All PE resources are checked regularly to ensure that they meet health and safety requirements, and in addition to this, all resources are audited annually.

## **Health and Safety**

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety.

Reference should be made to the school's Risk Assessments and the *Oxfordshire Health and Safety Policy for Physical Education & School Sports in Nursery, Foundation Stage, Primary, Special Schools & Units*. The following will also be carried out:

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher
- Children should be given health and safety guidance through the lesson
- All jewellery should be removed and stored safely before each lesson
- If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently
- All long hair should be tied back

- Suitable clothing should be worn for each lesson (see Uniform Policy) Children should not engage in physical activity without correct kit
- For indoor PE, children should walk to the hall with suitable footwear (plimsolls/trainers or school shoes)
- All children taking part in indoor PE should be bare foot or suitable footwear for indoor PE (plimsolls or trainers)
- For gymnastics when the apparatus is being used suitable footwear should be worn (plimsolls or barefoot only)
- All children with verrucas should wear plimsolls
- Children who do not have a PE kit will take part in the lesson using spare kit and parents will be informed.
- Every child must have a school PE kit. They should bring it into school at the beginning of a half term and take it home at the end of a half term for cleaning.

When travelling to sporting activity, the appropriate risk assessments are completed and the followed issues addressed:

- All children wear seat belts
- All supervising adults to be aware of risk implications
- All supervising adults that attend swimming to hold a current DBS and relevant swimming qualifications
- All transporting adults to be fully insured
- Parents permission for taking children out of school obtained
- Parent permission for children to be transported by other parents
- After school competitions children to be transported by their parents or a responsible adult who the child's parents have given permission. School to be informed.

Safe-practice standards are consistently applied by staff, students and other visitors, across all aspects of the school.

### **Out of School Hours Provision**

Depending on the time of the year, Charlton-on-Otmoor provides opportunities for children to participate in a range of physical activities. After school clubs are available for children to attend from FSU to Year 6 and, if required, there is a subsidiary available where finance may be an issue.

All sports clubs are open to both girls and boys and are delivered by qualified coaches or teachers who deliver high quality lessons. The provision of Out of School Hours sports clubs is reviewed annually and registers are kept to ensure opportunities are provided for all children.