

Physical Education Policy

Our mission is to inspire, nurture and challenge every learner to achieve their full potential.

Introduction

At Holbrook Primary School we recognise the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is an opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

We will provide a broad and balanced PE curriculum to aid and increase children's self-confidence in relation to their ability to manage themselves and their bodies within a variety of movement situations. The different strengths, needs and preferences of each child will be addressed through differentiated activities of an individual, paired and group nature. Children will experience both competitive and co-operative situations.

The teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Through the government's funding for sport, the school will enhance the PE curriculum identify extra opportunities to promote sport and healthy lifestyles and increase levels of fitness.

Aims:

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency (acquiring and developing).
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying)
- To improve observation skills and the ability to describe and make simple judgments on their own and others work, and to use their observations and judgments to improve performance (improving and evaluating)
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health)
- To develop the ability to work independently, and communicate with and respond positively towards others (working alone and with others).
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others safety and well-being (applying safety principals).

Principles of Practice

There are five key principles for teaching Physical Education at Holbrook. These are:

1. PE is a foundation subject in the National Curriculum and is an entitlement for every pupil;
2. There will be two hours of physical activity each week;

3. Across the primary years, pupils will experience six areas of activity: games; gymnastics; athletic activities; outdoor and adventure activities; and swimming and water safety. In addition, at Holbrook, pupils will experience a course of Martial Arts (see Appendix).
4. With the exception of swimming, pupils will experience all areas of activity each year;
5. Pupils will be taught by a professional coach at least once in each school year.

Teaching and Learning

- PE lessons are planned to ensure progress for every child.
- Time is provided for pupils to explore, experiment and refine movements and actions unhurriedly.
- PE takes place in a safe, well planned and well- resourced environment. The hall is used for indoor PE and the playgrounds and school field are maintained so that learning in PE is effective.
- PE is a multi- sensory experience as well as an opportunity to develop bodily awareness. Lessons are used to teach about healthy lifestyles and safe fitness practice. Pupils are taught to take responsibility for their own safety and the safety of others. They learn to respond to verbal and non-verbal communication.
- Children develop confidence and independence when provided with effective feedback. Pupils improve when able to respond to constructive criticism and evaluate their personal performance.
- Opportunities will be provided for pupils to work in a variety of learning situations: individual, paired and group work.
- Problem solving and decision making skills are developed through PE lessons. Pupils also have the opportunity to improve their observational skills as well as the ability to make simple judgements and use this knowledge to improve performance.
- Pupils will participate in collaborative and competitive sports and games, learning the rules of each specific sport, and developing an increasingly ability to select, link and apply skills and tactics. Pupils will learn a sense of 'fair play'.

Planning

All class teachers will submit a long term plan indicating where the areas of activity will be taught. Medium term plans will provide detail of how specific skills will be taught and developed. Resources are provided by the school (e.g. FUNs, First FUNs, Raising the Bar) to support PE planning. PE lessons are planned by the teacher carrying out the lesson. This may be the class teacher or a teacher employed for PPA cover. Specialist coaches plan their own sessions.

Inclusion: Special Educational Needs and EAL

PE is an entitlement for all pupils and lessons are designed to ensure all pupils are included. Verbal and non-verbal communication is clear.

The principle of STEP is used for adjusting lesson activities for differentiation:

S= change the space available;

T= change the time allowed;

E= change the equipment, e.g. softer or larger balls, bats of a different size;

P= change the people, e.g. size of group.

In some cases, pupils with specific needs may require different activities so that they can address particular skills, e.g. where hand- eye co-ordination is a challenge.

More Able and Higher Attaining Pupils

More able children will be challenged and motivated through differentiation using the STEP approach. The class teacher will also aim to identify pupils who may be talented in PE generally or in a specific sport so that extra opportunities can be provided, e.g. sign-posting to an external club or inclusion in school sports teams.

All pupils will be taught so that they remain in the zone of challenge. Activities which stretch and extend skills will be used. Pupils who are aware of their own high level of skill will be taught how to use these skills in team situations so that collaborative sporting behaviour is developed.

Equal opportunities

Teachers at Holbrook Primary School are aware of the issues related to gender. Procedures to ensure pupils are treated equally and with dignity are in place. Positive images of diversity in sport are promoted throughout the school, both in the use of language and in the provision of resources. The school's three diversity role models are used to exemplify equality of access to sport. PE kit is not gender specific.

PE in the Foundation Stage

A young person's development is inseparable from all other aspects of development because they learn from being active and interactive. Providing opportunities for regular and frequent physical activity indoors and outdoors is essential. The outdoor space is safe to use and outdoor clothing is safe and sensible.

Stimuli for movement such as action rhymes, stories, music and props are provided and teachers introduce the vocabulary of movement and words of instruction.

Skills such as picking up bulky objects, getting onto the slide or responding to signals are taught directly. A range and sufficient quantity of small objects to handle is available. Stereotypical behaviours that hinder children's development are avoided.

Health and Safety issues in PE

- All PE lessons must be taught by qualified teachers or professional sports coaches. Good order using the school's behaviour system must be maintained so that pupils are safe to learn.
- Pupils must be shown how to use equipment safely. All staff must familiarise themselves with equipment in advance of the lesson they are teaching.
- The equipment will be checked and maintained regularly. Annual checks on gym apparatus in the hall are carried out by an external company.
- Correct clothing must be worn.
- Jewellery should be removed or covered with micropore tape.
- Long hair must be tied back.
- Footwear, when taken off in the hall, must be paired and placed with the toes touching a wall away from any entrances.
- Inhalers must be readily accessible for pupils who need them. This is especially important when lessons are conducted outside.

- First Aid kits are available in the hall, classrooms and all learning spaces.
- All teachers must maintain a physical position in the lesson so that sight lines of children are clear.

Clothing

- Pupils should wear the correct PE kit in line with the school uniform. There are no gender specific PE kit items.
- Pupils will work in bare feet for all indoor and apparatus work.
- Plimsolls or trainers should be worn for outdoor games, together with tracksuits if cold.
- As there should be a change of clothing, school sweatshirts should not be worn for PE at any time.
- Specialist clothing may be worn for Martial Arts.
- Swimming kit is required in Y2 and Y3 for swimming lessons.
- Parents are informed when a pupil forgets his/her kit.
- Members of staff teaching PE lessons wear sports clothing for the lesson.

Changing for PE Procedure

- Year 5 and 6 girls and boys change separately and are supervised accordingly.
- For year groups 4 and below, children may change in the same classroom. Classes may get changed separately at the teacher's discretion.
- Pupils unable or unwilling to change in a group will be considered on a case by case basis taking into account our approach to equalities and diversity. This is particularly important where children are transgender or questioning.
- All members of staff, including those from outside agencies, must have a current DBS certificate checked by office staff.

Changing for Swimming Procedure

- At swimming lessons, all children must change in the allocated changing rooms.
- Cubicles are used by individuals with boys and girls in separate sections of the changing room.
- Only members of staff supervise pupils in the changing room.
- Members of the swimming pool staff may also be present in the changing room but Holbrook pupils will not be left unaccompanied.

Resources

The school provides high quality equipment for PE lessons. There are two PE sheds with games and sport equipment in them. Apparatus for gymnastics is kept in the hall.

Resources should always be returned by the teacher who removed them for use.

Broken items of equipment should be reported to the PE Subject Leader.

Assessment and Recording

Assessment is carried out by teachers in the course of the normal class activity. This is done by a combination of observations, discussions with pupils and specific assessment tasks. Photographs, and sometimes video records, support the assessment process.

Suitable tasks for assessment include:

- Practical tasks directly observed by the teacher;
- Small group discussions related to a practical task;
- Specific assignments for individual pupils;
- Peer assessment in groups- an opportunity for pupils to demonstrate their understanding of the expectations;
- Self- assessment.

Physical development levels and progress are recorded by the EYFS teachers for each child.

Levels of attainment are recorded on skills grids for KS1 and KS2 pupils at the end of each school year. Pupils are graded as emerging skills, established skills or exceeded expectations.

PE/physical development is included as part of the annual end of year report to parents. Reporting in PE will focus on each child's:

- Control, co-ordination and mobility;
- Skill and confidence in a range of physical activities;
- Awareness of the physical capabilities of the body;
- Co-operative skills;
- Attitude to competitive situations.

Monitoring and Evaluation

The subject leader will ensure consistency, continuity and progression by monitoring both long and medium term plans.

The quality of teaching and learning will be monitored through observations by the subject leader and members of SLT, through pupil conferencing and through discussion with teachers.

Pupil outcomes in PE will be submitted to the subject leader by class teacher at the end of each academic year. Pupil performance information will also be passed to the child's next teacher.

Conclusion

This policy should be considered alongside other relevant policies and documents, especially the Sports Grant Report and Action Plan. It will be reviewed by the governing body as part of its schedule of policy review.

February 2018

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APPENDIX: Areas of Activity

Games

Games and competitive sports are an essential part of the physical education programme. They involve children participating in a team or working individually to win within the rules. They are concerned with skills, tactics, co-operation and principles of play.

Provision:

- Pupils will experience a variety of different games including: invasion games (football, netball and hockey); net and ball games (tennis, tchoukball); and striking and fielding games (cricket and rounders);
- Pupils will gain an understanding of common skills and principles, including attack and defence in all types of game;
- Pupils will participate in lessons where they can practise and improve skills in games situations;
- Pupils will develop their own games with rules and scoring systems;
- Pupils will experience a variety of roles or positions in each game, including umpiring;
- Pupils will play small-sided versions of recognised games;
- Pupils will learn more advanced techniques and tactics in selected games and how to analyse them in order to improve performance.

The school will also offer opportunities outside of the school day to play in school teams in competitive situations.

Gymnastics

In gymnastics, the focus is on the body. Pupils are concerned with acquiring control, co-ordination and versatility. Strength is developed and flexibility is maintained. The natural actions involved include leaping, balancing, inverting, climbing, rolling and swinging. Pupils work individually, with partners and in small groups. Pupils share ideas, carefully sharing space. Apparatus help each other to lift, carry and place apparatus.

Provision:

- Pupils perform basic actions, improving control of individuals through repeated practice;
- Pupils learn to link together a series of actions on floor and apparatus and repeat them;
- Apparatus is lifted, carried and positioned taking due notice of health and safety issues;
- Pupils learn to emphasise elements such as changing shape, speed and direction in a longer series of actions in response to a task;
- Pupils are taught to show how body tension, clarity of shape and extension influence quality;
- Aesthetic qualities such as contrast, variety and repetition in more complex sequences are developed through practice;
- Pupils demonstrate sequences, with or without contact, in partner work;
- Pupils learn and analyse more advanced techniques.

Athletic Activities

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

Provision:

- Pupils participate in running, jumping and throwing activities;
- Pupils develop and practise the basic skills leading to the different athletic events;
- Pupils repeat actions so that they can measure, compare and improve performance;
- Competition is a key part of athletics so pupils learn that there are winners and losers and opportunities to improve on past performance;
- The effects of exercise upon physical health and fitness, and the importance of a healthy lifestyle are taught through athletics.

Dance

Dance is an art form 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.

Provision:

- Pupils develop control, co-ordination, balance and poise in basic actions of travelling, elevation and stillness;
- Pupils learn to enrich movements by varying shape, size, direction, level, speed, tension and continuity;
- Pupils experience and respond to a variety of stimuli, including music;
- Pupils will explore moods, express feelings and ideas, and create simple characters and narratives in movement by creating dances with a clear structure (beginning, middle, finish);
- Pupils will use techniques and styles to communicate meanings and ideas;
- Pupils have the opportunity to describe, interpret and evaluate all aspects of dance, choreography, performance and content production;
- Examples of traditional/folk dances from different countries will be used to increase awareness of other cultures

Outdoor and Adventurous Activities

Outdoor and adventurous activities have the potential to satisfy the need for excitement and challenge in a positive way. They also provide opportunities for learning about the environment and personal character.

Provision:

- Pupils explore the potential for physical activities within the immediate environment;
- Pupils undertake simple orientation activities;
- The principles of safety in the outdoors and how to avoid danger are explicitly taught;
- Pupils will experience at least one exciting and challenging activity in an unfamiliar environment and learn the skills necessary for the activity (including on residential trips);
- Pupils experience the need for mutual support and reliance on others in a challenging environment.

Swimming

Swimming is a crucial survival skill and an essential prerequisite 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.

Provision:

- Pupils are taught how to be safe in water;
- Pupils are provided with swimming lessons so that they can develop confidence in the water;
- Pupils learn the fundamentals of recognised strokes and a variety of general water skills;
- By the end of Key Stage Two all children must be able to swim at least 25 metres.

Martial Arts

Martial Arts provide children with a structured approach to learning skills of self- control, focus and personal development. Pupils' personal levels of fitness can be raised and core strength is built over a ten week course.

Provision:

- Pupils are taught principles of self- control and personal safety;
- Pupils are taught the importance of following instructions
- Precision of movement and correct posture are integral parts of each session;
- Pupils are taught correct movements and are graded at the end of the course;
- Opportunities to practise and refine movements are given in each session;
- Pupils are able to measure their improvement over time through grading for belts.