



Physical Education Policy

Intent

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high quality physical education programme, pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and well-being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond. Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.

Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching. Through high quality physical education pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

School Vision for PE

PE, physical activity and school sport all have a high profile at Allerton C of E Primary School and we strongly believe that they contribute to the holistic development of young people. Our high quality PE curriculum inspires all pupils to succeed and excel in both competitive sport and other physically demanding activities. It is through these opportunities that pupils become physically confident; they learn that physical activity is 'fun' and important to lead a healthy lifestyle as well as having a lifelong commitment to being active and healthy. Our children compete in many competitions, both inter and intra-school which build character and embed key values such as teamwork, fairness and respect for themselves as well as others. We recognise that PE, physical activity and school sport make an active contribution towards many aspects of pupils' social, moral, spiritual and cultural development.

Aims

The National Curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

At Allerton C of E our aims are to:

- provide learning situations in which all pupils will be able to develop their physical ability to the full

- provide opportunities for all pupils to develop fundamental movement skills (agility, balance, coordination)
- acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
- provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance
- introduce a wide range of sports and experiences to all of our pupils
- enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle and that in sports require commitment from the individual
- develop positive attitudes towards participation in physical activity
- provide a safe learning environment for physical activity and an understanding of the need for safety
- provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour
- enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement
- promote equal opportunities for all and value the contribution of other irrespective of gender, ability, social/cultural background
- to develop links between Physical Education and other aspects of the curriculum
- solve problems and find alternative solutions to physical challenges on their own and with others
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- develop their ideas in a creative way
- set targets for themselves and compete against others, individually and as members of a team
- understand how (and be able) to persevere, succeed and acknowledge others' success
- take initiative, lead activity and focus on improving aspects of their own performance
- discover their own aptitudes and preferences for different activities
- make informed decisions about the importance (and value) of exercise in their lives
- be given a firm foundation for life-long participation in sporting activity

PE Clothing

It is important that pupils are dressed in the appropriate attire at all times during their PE lessons.

For Reception, KS1 and KS2 the indoor kit is worn without exception from Reception, all the way through to Year 6.

Girls and boys: T-Shirts in house colours, black shorts and black pumps. A black tracksuit can be worn. If children are wearing any jewellery it must be removed prior to the lesson and long hair should be tied back. Pumps are to worn for indoor PE lessons but are removed once in the hall during dance and gymnastics lessons. PE kits should be stored in red drawstring bags.

If pupils forget their PE kit, they should seek to borrow PE kit in the first instance. Further instances may involve teachers contacting parents, but this should be done at the teacher's discretion.

Games Clothing

All children must change for games. In warmer weather, house T-shirts and black shorts should be worn. During winter months a black track suit and sweat shirt (not school sweat shirts) can be worn. Appropriate outdoor footwear needs to be worn for activities in the MUGA or on the field (i.e. trainers or boots).

Staff Dress

Staff should also wear appropriate clothing when teaching PE. Staff should act as a role model for children in PE lessons. It is therefore expected that teachers change for PE or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear, hair tied back and if possible jewellery should be removed to set a good example.

Implementation

The implementation of this policy is the responsibility of each year group. Ongoing implementation will be monitored by the PE Leader in consultation with the Head Teacher.

Assessment

In PE assessment will be ongoing and carried out by the class teacher and external sports coaches through teacher conversations and observations. Video assessment will also be utilised and footage stored on the schools learning network so that progression across the key stages can be viewed.

Entitlement and Progression

In the Foundation Stage the prime areas of learning are:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Reception Class has a structured PE lesson every week, which focuses on the fundamental movement skills along with many opportunities for physical development using the outdoor learning area where children have free flow access all day. We have large equipment including Balanceability bikes. Teaching is often done through play, where the child learns about subjects and other people through games.

In Key Stage 1 pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

In Key Stage 2 pupils should continue to implement 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, catching and throwing in isolation and in combination
- play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, 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

Teachers have a PE curriculum map that has been written by the PE Leader and it shows how the teaching units are distributed across the key stages to ensure coverage of the National Curriculum. It references schemes of work and school resources to ensure that high quality PE is taking place in school and that there is spiralling progression across the fundamental movement skills.

Swimming and Water safety

All children must have access to swimming instruction in either Key Stage 1 or 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 such as front crawl, backstroke and breast stroke
- perform safe self-rescue in different water based situations

In the summer term, year 5 non-swimmers are taken to the Grammar School at Leeds for an intensive two week daily swimming lesson.

Safe practice

In all areas of PE safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines 'Safe Practice in PE and School Sport' guidance provided by the Association for Physical Education. A copy of the document is kept by the PE Subject Leader file. Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.

When changing for PE, KS1 and Lower KS2 pupils will change together in their classrooms, whereas Upper KS2 pupils will change in separate areas. Staff are present during changing times to ensure children are safe

at all times. In the interest of health and safety appropriate kit should be worn for PE activities. Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below.

Extra-Curricular Activities

The children are provided with many opportunities to be physically active outside the PE curriculum. Children in Key Stage 2 take part in daily Wake Up Shake Up, a vast range of after school clubs are offered (some of which are run by external coaches) the school takes part in a numerous sports competitions and festivals, classes are timetabled to use the MUGA during break times and lunchtimes and children are encouraged to take part in activities during break times. Children's opinions on the types of activities they would like to be involved in are catered for, where possible, in order to encourage participation. The school council ask the classes for this information, and the Subject Leader will evaluate information collected in the Big Picture week.

Equal Opportunities and Inclusion

Working towards equal opportunities requires that teachers treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children have their own individual gifts to contribute, which can be used to enrich the experience of others. The overriding aim is always to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The PE curriculum enables all children to benefit. There are no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability.

Consideration is given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access is met through greater differentiation of tasks and materials evident on teacher's planning. Information on how more able pupils are catered for can be found in the G+T policy for PE.

The Learning Environment

The hall is used for lunchtimes and so the floor is appropriately cleaned after lunch to ensure it is safe for PE lessons to take place. The trophy cabinet celebrates trophies we have won as a school.

Staff Support and Training

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support by either informing the PE leader or through the PE staff questionnaire so that appropriate support can be given by either the Subject Leader, the PE Adviser or through INSET. Any staff who attend a CPD course must provide feedback/ disseminate the information during staff meetings.

Monitoring & Evaluating

Subject monitoring and evaluating will be carried out by the Subject Leader with support from the SLT where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE:

- observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs
- assessment of pupil progress and achievement

- pupil interviews
- self-evaluation of the subject in relation to The 10 high quality outcomes for PE.

Leadership & Management

The Subject Leader (Mr Cosgrove) and PE Coaches (Ms Cosgrove and Mr Manners) are responsible to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- developing good classroom practice
- managing the budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan
- auditing, ordering and reviewing efficiency of how equipment, learning resources and accommodation are managed to ensure pupils are well taught and protected
- accessing any funding available that may enhance the quality of PE within the school
- attending courses to further own professional development and providing information and support for colleagues
- monitoring classroom practice and planning, auditing needs for CPD to ensure high quality delivery and setting future targets
- make all resources available to all staff, including policy, schemes of work, assessment materials, resources to support learning
- carry out risk assessments in line with local authority procedures
- extending relationships and contacts beyond the school and in the local community
- keeping up to date with and implementing any Local Authority and School Sport Partnership developments where appropriate

Equipment & Resources

The PE equipment is stored in the PE cupboard in the hall. This is locked at all times, and only staff know the code. All equipment is catalogued and a list is available from the PE Leader. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Pupils are encouraged to:

- look after resources
- use different resources to promote learning
- return all resources tidily and to the correct place (Staff to supervise)
- be told of any safety procedures relating to the carrying or handling of resources.

September 2019

This Policy has been drawn up and written by the School Council and staff. This will be reviewed when updated legislation or guidance is issued by the DfE, Local Authority or other relevant organisation.

This will be reviewed annually by the Governing Body.

Drafted by: Rob Cosgrove

Date: Annually