



# Physical Education Policy

## Warden House Primary School

Written: September 2019

Review: July 2019

### **Rationale**

Physical education provides a unique learning opportunity. It develops pupils' physical competence and confidence through physical activity. It promotes pupils' understanding of physical development and their body in action. Physical education provides the skills for pupils to use their bodies efficiently and effectively and promotes the importance of active, fit and healthy lifestyles. Pupils learn to think creatively and work both individually and collectively to make decisions and solve problems. Physical education experienced in a safe and supportive environment, using a variety of teaching styles makes an important contribution to pupils' physical and emotional wellbeing.

### **The aims**

We aim to teach children to become physically educated by giving them opportunities to:

- 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

### **Learning Outcomes**

The outcomes are derived from the aims and will guide the planning process and will form the basis for assessment of pupils. Pupils will have access to a broad and balanced PE curriculum through which they will have opportunities to develop their knowledge, skills and understanding. This will lead to pupils who are able to in: **KS1**

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 cooperative 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.

### **KS2**

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.

### **Develop knowledge and understanding of the importance of physical education and a fit and healthy lifestyle:**

- Pupils understand the effect of exercise on the body
- They are able to understand the importance of the warm up and preparing appropriately for different activities
- They understand why physical activity is good for their health and well-being.

### **Swimming and water safety**

Swimming instruction is provided in Key Stage 1 and 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.

### **Principles of teaching and learning**

Teachers will adopt a range of teaching styles in order to engage all pupils in learning. The aim will be to give every pupil the opportunity to experience success in learning and to achieve high standards.

### **Equal opportunities**

Pupils will have equal opportunities to access, take part in and succeed in PE and sport. All pupils, regardless of race, culture, gender, physical or learning disability, social origins or physical stature, are entitled to be included and achieve.

### **Additional Educational Needs**

Pupils with additional educational needs are entitled to the same access to physical education and sport as their peers. In planning lessons teachers will identify challenge for all pupils, modifying and adapting the task and/or equipment to include all pupils. Additional support will be given and liaison with the SENCO will be sought. For pupils whose attainment is below the expected level, a greater degree of differentiation will be necessary.

## **Gifted and Talented**

For pupils who exceed the expected levels of attainment, teachers will plan suitably challenging work. Teachers may draw upon work in the later Key Stages to provide extension work giving greater depth or breadth of knowledge. Where a child has a particular ability in one sport it will be necessary to work with parents and coaches and to identify a mentor for the pupil in school to help the child manage the sporting and academic studies.

## **The teaching and learning of PE**

### **Planning**

Planned activities should be drawn from the National Curriculum Programmes of Study for Key Stage 1 and 2 and follow the Green Acre Scheme.

Physical Education offers many **cross curricular links** such as health education, citizenship, literacy, numeracy, science, and language skills; and in personal and social education. The dance element enriches complements and intensifies experiences within the art curriculum. Planning should embrace the cross curricula element wherever appropriate.

The medium term plans form the basis for termly forecasts. This level of planning should be focussed on the identified learning outcomes for any area of study.

The learning outcomes are achieved through a carefully planned program of pupil activities. Teachers' short-term planning should facilitate the fine-tuning necessary for a successful course of study for children across the ability range. The nature of short term planning is at the discretion of individual teachers.

### **Breadth and balance**

- At Key stage 1 aims will be achieved through gymnastics, dance and games(which are mainly multi skill), with swimming at reception and year 1
- At Key stage 2 the core programme of gymnastics, dance and games will continue but with the additional programmes of athletics and outdoor and adventurous activities. Swimming will take place in year 3,4 and 6. Year 6 will take part in a residential outdoor and adventurous activities.
- Each class has 1 session in the hall and a session outside each week. Each class participates in 3 days of sporting activity within our 'Olympic days'.
- Pupils take part in a minimum average of 2 hours of sport a week.
- The programme will include a variety of team and individual, co-operative and competitive activities which will allow pupils to work and play together for the mutual benefit of all · Work in key stage 2 will build directly onto the work in key stage 1

### **Health and Safety**

- It is essential to secure safe practice and to ensure that all routine procedures are agreed and adhered to by all staff.
- Pupils are expected to work in a safe manner and be aware of this at all times.
- Teachers will plan their work with safety in mind
- The PE co-ordinator will support the teacher, headteacher and governors to undertake a risk assessment of activities and provide inset for teacher if needed
- Guidance should be sort through 'Safe Practice in Physical Education' (BAALPHE)

- Equipment should be easily accessible, regularly checked and maintained
- Lessons should be conducted in a safe and controlled manner
- Children must be dressed in kit as defined in the school handbook. For indoor PE children are required to work in bare feet or thin-soled plimsolls.
- No jewellery should be worn, earrings should be removed however if it is a new piercing then earrings should be covered with tape (SEE RISK ASSESSMENT)
- Long hair should be tied up
- Football boots and other studded footwear may only be worn if all children are wearing similar footwear.

### **Contingency arrangements**

PE is an integral part of the statutory curriculum and therefore children are expected to take part in all lessons. It remains the responsibility of the parents to ensure that children are provided with the appropriate kit.

Children should only be excused from PE if;

- There are proven medical grounds which prevent participation
  - There are circumstances which require a degree of sensitivity on the part of the school
- Teachers will ensure that only the children presenting a note from parents are excused from PE. Those who have not bought kit should be provided with replacement kit.
  - Teachers should endeavour to ensure pupils who are excused from PE are able to take part in an appropriate way – evaluation of performance, coaching, planning a sequence etc
  - For those forgetting kit the child should write a written account of the lesson. It is important that the child finds it a distinctly less favourable option to forgetting kit.
  - In the event of non-participants, names should be recorded in a book, which is kept by the class teacher together with the date and reason.
  - Those who forget kit more than twice will have parents contacted via a letter.

### **Weather**

- In very hot, sunny weather pupils should stay out for no longer than 30 minutes. They should be urged to wear polo shirts with collars, caps and provide their own sun block, water should also be available.
- Outdoor lessons 'lost' due to extreme weather can be replaced by PE related activities in the classroom, there is also a morning hall session allocated for such occasions . These may include health/hygiene based work, group discussions on rules and regulations of games, designing a game etc.

### **Extra-curricular activities**

In addition to the broad and balanced PE programme within the curriculum, the school offers pupils a wide range of after school and out-of-school sporting activities. These provide opportunities for:

- The social participant who wants to join purely for the enjoyment of the activity
- The elite performer who wishes to train and compete at a higher level
- The interested and enthusiastic child

### **Assessment**

Opportunities for assessment will be identified during planning and pupils will receive ongoing teacher assessment. Teachers will use assessment (Class Track) to inform future planning for groups and individuals. Teacher assessment will be directly linked to the learning outcomes and the four strands of learning in the national curriculum for the key stage Pupils will be actively engaged in self-assessment and in setting targets for improvement.

There is no statutory requirement to formally record assessments. However there is a need to report pupil progress to parents, in end of year reports, using the criteria in the level descriptors and based on the expectations for the age and stage of the pupil.

Records are kept for the achievement of set distances in swimming, which should be passed onto the classes' next teacher, a copy at year 1 and 3 should be handed to the PE co-ordinator

### **Roles and responsibilities The PE co-ordinator**

The core purpose of the subject leader is to provide professional leadership and management for the subject and to secure high quality teaching, improved standard of learning and achievement for all pupils.

The PE co-ordinator

#### **Will provide strategic direction and development of physical education**

- Ensure that the policies and plans reflect the ethos of the school
- Ensure the Sports Premium document is updated
- Is responsible for developing a long term plan based on the national curriculum programmes of study
- Support other staff to develop and build their confidence teaching PE

#### **Will secure and sustain effective teaching of PE and evaluate the standards of learning and achievement:**

- Will monitor standard of teaching and learning through lesson observation, reviewing planning and talking to staff and pupils
- Will ensure curriculum coverage and progression
- Set expectations and targets for staff and pupils in relation to standards of achievement and quality of teaching

#### **Will identify and support deployment of staff and resources**

- Will provide professional development of the subject and help to identify opportunities for continuing development to provide the needs of the staff and the school
- Will produce an annual development plan which will support the school development plan
- Will produce and Impact Statement of the Sports Premium Fund for the School Website

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