Tividale Community Primary School

Physical Education (PE) Policy

Rationale

Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness and improves their strength. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

Tividale Community Primary seeks to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole. Our values are embedded within the delivery of PE lessons and in being physically active as a way of life; the opportunities for our pupils at Tividale Community Primary promote a positive attitude towards healthy and active lifestyles. These opportunities promote the respect, trust and honesty our school values show us. With God's love we learn to trust ourselves and one another in the different challenges we face as individuals and in groups and teams. We learn to respect others when we compromise and co-operate with others and to be thankful for these opportunities we share.

Aims

At Tividale Community Primary we aim to provide each pupil access to a broad and balanced programme of activities which are accessible and challenging.

In order to do this, we aim to:

- Stimulate and maintain pupil interest and enjoyment in PE and physical activity and to promote health and fitness for current and future lifestyles.
- Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE.
- Enable pupils to see PE as:
  i. a major feature in our lives, related to employment, leisure and culture.
  ii. part of a wider body of knowledge and skills, e.g. interpersonal and problem-solving skills.
- Enable pupils to:
  i. understand and use safe practice and to appreciate its importance in PE.
  ii. understand the short- & long-term effects of exercise on the body.
  iii. understand the role of exercise in a fit and healthy lifestyle.
- Enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim for ASB.

- Enable pupils to work independently and as part of a group or team in varied activities so as PE contributes to the development of core skills such as

communication by speech

- Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.

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.

The effective management of safety for Tividale Community Primary has four main components:

- Risk Assessment and planning before a lesson.
- Organisation of routines before, during and between lessons to include:
    a. The use of appropriate kit including the correct footwear. If a child hasn't got their kit, they are to take part in clothing worn, if clothing is suitable. Parents will be informed after two consecutive occasions of no PE kit.
    b. All children taking part in indoor PE should be barefoot or wear suitable foot covering for indoor PE. For gymnastics, particularly when the apparatus is being used, there should be barefoot only.
    c. Jewellery that might carry a risk to the pupil, including earrings, should be removed and stored safely before each lesson. If the removal of jewellery is not appropriate out of respect for religious reasons, then the jewellery should be covered with a sweat band.
    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.
    d. All long hair should be tied back.
    e. 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
    f. Location of safety equipment.
    g. Reporting accidents.
- Control to include:
    h. Where to find safety information.
    i. Regular safety checks.
- Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

Inclusion

Tividale Community Primary is committed to inclusion. We are committed to do our utmost to include all pupils regardless of gender, colour, religion, ability or disability in accordance with the whole-school inclusion policy. However, Physical Education is by definition active, and some of the activities in PE have attached risks, there are occasions where inclusion is not appropriate for the safety and enjoyment of all participants. This is most likely to be the case when the behaviour of individuals is in question. In this instance, staff are referred to guidance offered in *Safe Practice in Physical Education, School Sport and Physical Activity (*afPE ninth edition Published 2016. ISBN: 978-1-909012-35-6).

Inclusion will be implemented as follows:

- Standard activities and expectations as planned.
- Adapted activities and expectations in line with individual pupils.
- Different activities planned in line with individual pupils' needs.

Inclusion issues will be considered and acted upon in consultation with parents, professionals (e.g. Occupational Therapist, Physio Therapist) children, the school's senior management team and having sought guidance from The Association for Physical Development (afPE), the school's Inclusion policy and from the LEA if necessary.

Contribution of PE to teaching in other curriculum areas

English
PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. Many activities also offer the children a chance to develop their listening skills, vocabulary development and drama skills.

Computing
We use Computing to support PE teaching when appropriate. In athletics, children have opportunities to use stop-clocks to record and monitor their performance and progress. Older children compare each other's performance from recordings using digital recording equipment and use these to improve the quality of their work. We also use the internet and computing resources to support teaching where necessary.

Science and Personal, social and health education (PSHE) and citizenship
PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. We dedicate 2 PE sessions per term to teaching playground games to encourage physical activity and social skills at playtime.

Spiritual, moral, social and cultural development
The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Music
PE contributes to the teaching of music through developing children's listening skills and responding to music through movement and dance.

PE curriculum planning

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school. Refer to Appendix 1 for National Curriculum in PE & planning detail.

The curriculum planning in PE (at least 2 hours per week in line with National guidance) is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group. Medium-term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Class teachers and the sports apprentice follow the short-term plans for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught.

Assessment and Monitoring

Teachers assess children's work in PE by making assessments as they observe them working during lessons, using the same assessment framework throughout the school. They record the progress made by children against the learning objectives for the lesson. At the beginning of a unit a baseline assessment is made and, at end of a unit of work teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations according to age and stage of each individual unit. They record the information in their assessment files and use the information to plan the future work of each child. These records also enable the Subject leader to make an annual assessment of progress for each child, as part of the child's annual report to parents.

The subject leader monitors PE progress with lesson plan scans and lesson observations each term.

Extra-Curricular Activities

At Tividale Community Primary, we run a wide variety of extra-curricular clubs including Sport related activities and activities in which children are physically active, these include a variety of dance, sports and multi-skills clubs. These are available to the children at the beginning or end of the school day. We do so on an open-access basis.

Equal Opportunities

In the teaching and learning of PE, every child has the right to equal opportunities regardless of their gender, ethnicity or physical/academic ability. We ensure the individual is educated in an environment where he/she feels respected and valued ensuring equal access to equipment, delivering a curriculum free from stereotyped ideas; not using exist or racist language and having equally high expectations of children regardless of their gender, ethnicity or ability.

APPENDIX 1

PE curriculum planning

The statutory document states:

Early Years Foundation Stage

Physical Development

Moving and handling

Children show good control and co-ordination in large and small movements. They move confidently in a

Health and self-care

Children know the importance for good health and physical exercise, and a heathy diet, and talk about

The Department of Health

The Department of Health say to aim for at least three hours of physical activity across the day for children in the early years. But every movement counts and you don't need to plan extra activities, just make the most of everyday opportunities.

National Curriculum

KS1

Pupils should develop fundamental movement skills and become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and as part of a group.

Pupils should be taught to:

Use fundamental movement skills to master basic movements including running, jumping, throwing and catching

Develop agility, balance and coordination to apply to a range of activities

Participate in team and small sided games

Perform dances using simple movement patterns.

KS2

Pupils 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 movements. They should work together and communicate, collaborate and compete with each other. They should be given opportunities to understand how to improve through self-assessment, peer assessment and teacher assessment.

Pupils should be taught to:

Use running, jumping and throwing and catching in isolation and in combination
Learn key skills to help play competitive games, modified where appropriate.
Develop flexibility, strength, technique, control and balance.
Perform dances using a range of movement patterns
Take part in Outdoor and adventurous activities
Swim 25 metres by the end of Year 6.
Perform safe self-rescue.
Have an understanding of water safety.

Good practice indicates:

Intent

This is the 'what' we intend to do…

Planning for PE is initially shown in long term plans.
Lesson plans show more detailed learning objectives and differentiated activities.