



HIGHLEY COMMUNITY PRIMARY SCHOOL

Physical Education Policy

Review Date: June 2018

Rationale

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

PE is an essential part of the curriculum, it provides opportunities for pupils to be creative, competitive and to face different challenges as individuals, in groups, and teams.

Aims

We aim to ensure that children:

- 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.

Teaching and Learning.

Clothing for PE Activities

For any physical activity, children change into shorts and T-shirts. They should wear trainers or pumps for all activities except gym. They should wear appropriate clothing, according to the season, and trainers or other suitable footwear for outside activities. For safety reasons, children are not permitted to wear any form of jewellery. If a child needs to wear a piece of jewellery for medical or religious reasons, it should be removed or covered up during physical activity.

PE Kit should be kept in a named, drawstring bag. The kit should be kept in school and taken home at weekends and the end of term to be washed. All items of PE clothing should be identified with the child's name.

Children who go swimming need a towel, swimming trunks or costume, cap and brush or comb, carried in a waterproof bag.

Extra-curricular Activities

These are an important part of a child's Primary education. They enable pupils to develop particular skills and further their interest in one or more sporting activities. They help to introduce a competitive element to team games and promote co-operation and a sense of being a good sport.

All clubs are open to girls and boys and there will be a range of different clubs offered at different points of the year, depending on season.

Class Organisation and Teaching Styles

Two styles of teaching PE are normally found in schools. They are generally known as the Direct and Indirect Approaches.

The Direct Approach covers the formal teaching and coaching of specific skills. Teachers should understand the progressions involved and take into account children's ability and previous experiences. Pupils learning a new skill have the necessary strength, flexibility and body awareness, and they should pass through the progressive stages leading up to that new skill.

The Indirect Approach caters for the needs and abilities for all pupils and allows them to approach, in their own way, the exercises that have been set. When appropriate, the teacher should give active encouragement and help to individual pupils. The Indirect Approach increases pupils' self-awareness but this should not be allowed to develop into selfishness. Pupils should be taught to be co-operative and courteous.

Foundation Stage:

During the Foundation Stage, young children are given, opportunities from the Early Learning Goals for Physical Development. Pupils are taught to move with confidence and in

safety, with control and co-ordination. Using small and large equipment, they learn how to travel over, under and around obstacles.

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, such as 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 such as front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations

Health and Safety

The teacher should have the safety of the children at the forefront of his/her mind. Highley School follows the guidelines provided by the LA.

The following general points should be considered when teaching PE:-

- The teacher should be dressed appropriately, with jewellery removed. The correct footwear is essential to ensure quick and safe movement when necessary.
- The children should change into T-shirts, shorts, or tracksuits for any physical activity for safety and hygiene reasons. Baggy clothing should be discouraged.
- The teacher should be aware of what the children are doing throughout the session and should not leave them on their own.
- Children who have forgotten their PE kit should sit and watch the rest of the class/be supervised by another adult.
- If a child constantly forgets their PE kit, a letter should be sent to the parents reminding them that PE is part of the National Curriculum and it is therefore necessary that their child's kit is in school ready for the lesson.
- The gymnastic apparatus must be moved only when there is a member of staff present to supervise.
- All equipment should be returned to its proper place and checked by a member of staff.
-

Gymnastics safety:

- To avoid injuries, the children should warm up sufficiently before the lesson begins
- The teacher should consider whether the environment is safe and be aware that dangerous situations can arise
- The teacher should be able to see all pupils in the class (important during apparatus work)
- Check if the floor is wet or slippery and arrange the mats in the correct places
- Check if the area is clear of superfluous equipment (tables, chairs, etc)
- Ensure the apparatus being used is appropriate for the age of the children and make sure all the fixing points and bolts are secured in the right places
- Organise the children into groups of appropriate size for the apparatus being used and make sure that they are aware of how many children can go on each piece of apparatus at once
- If only one person at a time can use the apparatus, make sure the next child does not start until the previous child has cleared the apparatus and mats, and is standing away from the launching area
- Discourage the children from touching each other (especially giving support) unless the specific task you have given them requires it, for example partner work
- Beware of demonstrating with the more-able child, as this could influence other children to attempt a task beyond their capability

Games Safety

- Ensure all equipment is safe and nothing is cracked or broken
- All equipment should be checked again and put away at the end of the lesson

- When taking games in the playground or on the field, the teacher should ensure that he or she is able to see all children
- If playing in the school team against another school, the children should follow the school code of conduct and visit procedures. See Policy for Educational Visits

Dance Safety:

- Although dance is less dangerous than the other physical activities, teachers should be aware of certain hazards
- Children should not dance in their stockings feet
- Children should be discouraged from running round in a boisterous manner, as accidents can be caused by children bumping into each other
- All objects in the hall that are surplus to requirements should be moved out of the way

Swimming Rules

Members of staff should accompany the children when travelling to and from the swimming pool. The senior teacher should have a list of all the children in his/her care and the numbers involved.

The children should be counted on leaving school, on entering and leaving the pool and when leaving the swimming pool.

The children should know the layout of the Severn Centre, including where the swimming pool and changing rooms are. The swimming teacher at the centre should make sure the school staff know where to find the nearest life-saving equipment, first-aid box and telephone in case of emergency.

Staff to pupil ratio should be at least 1:10 on the poolside. Staff should be in/around the changing rooms when the children are changing; however, teachers should not embarrass the children. Children with long hair should make sure it is tied up.

NOTE: See the LA/other Advisory Body guidelines for more details.

Role of the Subject Leader

The role of the subject leader is to:

- monitor the standard of children's performances and the quality of teaching in P.E
- support colleagues in the teaching and of the P.E. curriculum
- keep up to date with new initiatives in the teaching of P.E.
- audit, identify, purchase or loan P.E. resources
- ensure all children have access to visiting specialists and taking part in competitions.
- use feedback from monitoring to develop an action plan for P.E.

Assessment and reporting

We assess the children's skills and knowledge by observing them in lessons and interviewing them. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. At the end of each year a report on ability and effort in P.E. is given to parents.

Resources

A wide variety of shared PE resources is available at Highley Primary School. These include teachers' resources books and notes, children's task cards, online resources, dance videos, teachers' lesson plans and PE and games equipment.

The majority of PE equipment is kept in the PE shed. The store is accessible to members of staff and to children under adult guidance. Large apparatus is kept in PE shed and small apparatus is kept in the hall.

The PE Curriculum Team is responsible for maintaining PE resources, monitoring their use and organising the large equipment and PE store. Resources are replaced and purchased by the Team in accordance with the general school ordering procedures. Staff submit lists of any resources to be added to the existing stock. Staff inform the Team if any resources are damaged or need replacing through wear.

Spiritual, moral, social and cultural development

Throughout the Scheme of Work, children have opportunities to work with others, listening to their ideas and treating them with respect. PE encourages co-operation and collaboration with others when children play in teams and groups to achieve a goal together. Children gain an understanding of fair play and fairness through knowing and applying rules and conventions. Children should develop a respect for, and a positive attitude towards, their own health, safety and well-being. They learn to recognise and value physical differences, abilities and aptitudes, and to find ways of accepting and including others.

Equal Opportunities

All teaching and non-teaching staff at Highley School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum while at our school.

PE is taught in mixed groupings with girls and boys having an opportunity to take part in all activities. All extra-curricular activities are open to girls and boys.

Special Educational Needs

All children at Highley School are given the opportunity to develop skills to the very best of their ability. Wherever possible, all children can participate in the whole PE Curriculum. For children who have physical disabilities, some modification might be necessary to this area of the curriculum. Such modifications are made in consultation with Support Staff, the Physiotherapist and SSAs. See Policy for Special Educational Needs.

Signed: _____ **(Governor)**

Date: June 2018

Next Review Date: June 2019

Appendix 1.

Knowledge, Skills and Understanding

	Key Stage 1	Key Stage 2
Acquiring and developing skills	Pupils should be taught: <ul style="list-style-type: none"> • To explore basic skills, actions and ideas with increasing understanding • To remember, and repeat, simple skills and actions with increasing control and co-ordination 	Pupils should be taught: <ul style="list-style-type: none"> • To consolidate their existing skills and gain new ones • To perform actions and skills with more consistent control and quality
Selecting and applying skills, tactics and compositional ideas	Pupils should be taught: <ul style="list-style-type: none"> • To explore how to choose and apply skills and actions in sequence and combination • To vary the way they perform skills by using simple tactics and movement phrases • To apply rules and conventions for different activities 	Pupils should be taught: <ul style="list-style-type: none"> • To plan use and adapt strategies tactics and compositional ideas for individual, pair, small group and small team activities • To develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness • To apply rules and conventions for different activities
Evaluating and improving performance	Pupils should be taught: <ul style="list-style-type: none"> • To describe what they have done • To observe, describe and copy what others have done • To use what they have learnt to improve the quality and control of their work 	Pupils should be taught: <ul style="list-style-type: none"> • To identify what makes a performance effective • To suggest improvements based on this information
Knowledge and understanding of fitness and health	Pupils should be taught: <ul style="list-style-type: none"> • To understand the importance of being active • To recognise and describe how their bodies feel during different activities 	Pupils should be taught: <ul style="list-style-type: none"> • To realise how exercise affects the body in the short term • To warm up and prepare appropriately for different activities is good for their health and well-being • To understand why wearing appropriate clothing and being hygienic is good for their health and safety