



South Hiendley Primary School

Physical Education Policy

Subject Leader: Miss C Jackson

Date: September 2018

Next Review: September 2019



We believe that 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 that 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. (The National Curriculum in England Framework Document (DfE) 2014)

Aims

At South Hiendley Primary School, we aim to:

- Provide learning situations in which all pupils will be able to develop their physical ability to the full
- 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
- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle. (Knowledge and understanding of fitness and health).
- 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

Roles and Responsibilities

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the subject leader and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- ensure all equipment and PE facilities are up to standard;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - observing teaching and learning
 - planning scrutinies and learning walks
 - discussions with pupils and members of the school council
- annually report to the Governing Board on the success and development of this policy

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- be accountable for standards in this subject area;
- monitor standards by:
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning
 - lesson observations
 - scrutinising children's work
 - discussions with pupils
- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the budget and sports premium funding effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons;

PE & Sports Premium

DfE vision for this funding:

ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

Through the use of this funding, it is expected that schools will see an improvement against 5 key indicators as follows:

1. The engagement of all pupils in regular physical activity - kick starting healthy lifestyles
2. The profile of PE and sport being raised across the school as a tool for school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

In August 2016, HM Government published their Childhood Obesity - Plan for Action. In this plan, it says the sports premium funding for primary schools will double in the near future. We are looking closely at and discussing how this will influence our plans for PE, children's health and wellbeing and increased opportunities for PE and sport in the Early Years.

Our impact statement for the funding is updated regularly and can be found on our website.

Entitlement, timetabling and Progression

Early Years Foundation Stage

In foundation stage the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

Teaching is often done through play, where the child learns about subjects and other people through games. Children in Foundation Stage 2 have one PE lesson per week where they get changed and go into the hall.

Key Stage 1

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

Key Stage 2

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

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

Each of the classes in KS1 and KS2 are allocated 2 one hour PE slots per week. Each class has an indoor and an outdoor PE lesson per week with each unit of work lasting either a half term or a term as decided by the curriculum map. This allows full coverage of the PE curriculum. The curriculum map is based on the PE Passport units of work and are planned to ensure good progression of the skills across EYFS, KS1 and KS2.

Teachers are then able to use the PE Passport app to plan, teach and assess the units. Children in year 4 have weekly swimming lessons from September until July to ensure good coverage of the swimming objectives. This is planned and assessed by the swimming teacher.

Safe Practice and Accident Reporting

In all areas of P.E., 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 Association for Physical Education. A copy of which is kept by the PE Subject Leader and is available to all teachers and teaching staff.

Pupils are taught to recognise and take some level of responsibility for their own safety and are taught to recognise and be aware of hazards that are present from an early age. This includes teaching children to manage and use both small and large apparatus.

As a school, we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment - all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group.
- Annual safety equipment check of large apparatus by a recognised maintenance contractor.
- Equipment to be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to the PE Subject Leader.
- All staff are first aid trained. Our names First Aider is Mrs. Paton

- A knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place.
- Risk Assessments are carried out by the PE Subject Leader.

Accident Procedure

For school based activities staff should follow the guidelines in the Health and Safety Policy. Any accident or injury should be reported using the school's accident form, with a copy to be sent home with the child.

For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits.

For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use emergency drill. There should be frequent practices involving the children.

Getting changed

Following guidance from the NSPCC (March 2018), boys and girls will get changed separately from the end of Year 2. Staff supervision is based on the needs and developmental stages of each class but a member of staff is always present or close by. Children in Year 3 use the classroom and shared Year 2 and 3 cloakroom and children in Years 4, 5 and 6 use their classrooms and the PE store/changing room.

PE clothing

In the interest of health and safety, appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children.

PE kit is as follows:

Indoor Kit: A white t-shirt, black shorts and bare feet.

Outdoor Kit: Sufficient, suitable clothing to be warm and comfortable in a games lesson. (e.g. tracksuit). Trainers must be worn.

Jewellery: Jewellery should be removed before the lesson. If earrings cannot be removed, the child must bring plasters to school to cover them. Long hair should be tied back.

Verrucas: A child with a verruca is still able to take part in PE with bare feet. They should not be allowed to wear socks or shoes as this can be unsafe for themselves and other children. Children who go swimming with a verruca should wear a verruca sock that can be bought at a local pharmacy.

The reluctance of some children to produce appropriate kit should be avoided if the child understands the necessity of changing for P.E. lessons and is familiar with the timetable.

Staff will encourage and support all children to meet the requirements. Pupils not actively taking part in the lessons are expected to complete a non-participation sheet. These are collated by the PE Co-ordinator in order to monitor pupil participation. In repeated instances, parents will be informed.

The exception to this is for swimming. Pupils will be left in school with another class.

Staff Dress: It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible, jewellery should be removed to set a good example.

Equal Opportunities and Inclusion

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide PE lessons that all children can enjoy, progress, take part in and fulfil their potential.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

Special Educational Needs

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take, audit and order is undertaken by the subject coordinator.

Staffing / Staff Development

All staff 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 so that appropriate support can be given either by

the subject leader or through INSET. Any staff who attend a CPD course provide feedback/ disseminate the information.

Cross Curricular

P.E. contributes to many subjects within the primary curriculum such as ICT, PSHE, Science, English, Maths and Spiritual, moral, social and cultural development. P.E. also often has links to our topic work. These links are made explicit to children and are used as a means to develop cross-curricular links.

Monitoring and Evaluation of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the Senior Leadership Team.

Standards will be monitored by:

- looking at pupils' work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

Assessment and Recording

Assessment will take place at short-term and medium-term levels and this is done through the PE Passport app. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Short-term assessment will be an informal part of every lesson. The teacher will share the objectives for the lesson with the children and make sure they are clear what is being expected of them to successfully achieve the objective. This is a necessary part of AFL and will involve the teacher checking the children's understanding at the end of the session to inform future planning and lessons.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher or governors.