

## **Physical Education**

### **Introduction**

This policy is for the information of staff, governors, parents and all those concerned with the learning and welfare of the children at Pottery School. It is the responsibility of all staff and governors to ensure the policy is understood and implemented.

### **Aims and Objectives of Physical Education**

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.

Physical Education (P.E.) is an integral part of the education process, where pupils come to an understanding of a wide range of ways, in which the body may be used. Our aim is to help children to become confident and versatile in using their body in P.E., by presenting them with a variety of experiences and situations, which encourage them to think, to explore and to respond with purposeful activity. Physical development progresses at different rates and there are differences in skill, physique, mobility and courage. We aim to plan learning situations to provide for these differences, so that the children can build on the skills they already have, and continue to learn new ones.

Through the Government Funding for sport, where possible, the school will provide opportunities for pupils to work with PE specialists. The funding will support PE training by providing opportunities for teachers to work alongside specialist teachers. A range of extra-curricular sports activities are offered to pupils after school.

As a school we have the responsibility of ensuring that all children where possible have access to:

- Knowledge, skills and understanding

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and understanding of fitness and health

The breadth of study of the National Curriculum (2014) and Early Years Foundation Stage Curriculum include:

- Games
- Gymnastics
- Dance
- Athletics
- Outdoor and adventure activities
- Swimming and water safety

**During key stage one, pupils are 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.

**During key stage two, pupils are taught to:**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, basketball, rugby, 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 as part of a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

## Organisation within the Curriculum

### Planning

Half termly plans are developed and discussed by year group staff. Curriculum objectives are taken from the assessment grids and lessons are planned and delivered by class teachers or specialist coaches (premier sport).

Unit and lesson plans are to be developed, using a variety of teaching methods, to ensure a balanced programme of work, allowing all pupils to develop their interest and to succeed. The following factors are taken into consideration:

- Previous knowledge and experience.
- Aims of the unit.
- Organisational strategies.
- Facilities (wet weather contingency plans) and equipment.
- Safety precautions.

Each lesson includes:

- Relevant warm-up, skills practice, concluding activity and cool down.
- Differentiation.
- Progression and continuity.

All classes have 2 sessions of PE a week. One indoors session to develop dance and gymnastics and one outdoor session to develop games, athletics and outdoor adventure activities.

Swimming is taught as one of the two sessions for year 3 and continues throughout the juniors to ensure all pupils meet the minimum government expectations for swimming and water safety, which are:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively

- perform safe self-rescue in different water-based situations.

### **Assessment**

Evaluation and assessment undertaken in PE is recorded through the 'not as you know it' assessment grids for each year group and progress is tracked across the school. Use of observation and videoing is used within lessons to assess each individual child.

With specialist coaches, children participate in fitness testing three times throughout the year which measures their stamina. This is tracked and new targets are set each term.

A formal assessment is given in the end of year reports to parents and carers.

### **Links with Information Communication Technology**

Where appropriate, teachers will make use of information technology to assist in the teaching, learning and assessment of physical education. This can be in the form of watching clips of good practice or videoing children's work and evaluating through peer assessment. All iPads in school have access to a variety of apps that can be used during lessons to support both children and teaching staff.

### **The Role of the Co-ordinator**

The P.E. co-ordinator will:

- Ensure that the policy is regularly revised and updated
- Provide support and guidance to other members of staff in the use of the National Curriculum and Early Years Foundation Stage Curriculum
- Take responsibility for the purchase and organisation of resources
- Monitor and evaluate the subject in line with the P.E. policy, Standards and Quality Policy and School Improvement Plan
- Promote school representation at community events and promote out of school opportunities for sport e.g. hockey and basketball
- Promote intra-school competition.

- Liaise with the school sports partnership service and attend relevant meetings.
- Attend relevant "In Service" courses and ensure effective dissemination of information.

### **Special Educational Needs**

All children where possible will have access to the physical education curriculum. For some children this may necessitate additional adult help e.g. Teaching Assistant or an adaptation of resources e.g. visually impaired ball.

### **Foundation Stages**

All reception children will be taught in line with the expectations of the Early Years Foundation Stage Curriculum - physical development.

### **Equal Opportunities**

Teacher's weekly plans will indicate where and when necessary, how activities/ investigations are adapted or extended to cater for children of differing ability. Children may be grouped in such a way that these abilities can be best catered for and this may involve the pupils taught by another member of staff other than the classroom teacher.

Every effort is made to ensure that activities are as equally interesting and accessible to both boys and girls. Teachers strive to avoid any bias according to a child's sex, ethnic origin, disability or social background in accordance with procedures outlined by Derbyshire County Council.

### **Health and Safety**

Physical Education is an exciting and challenging activity for young children, but the nature of the activity demands certain safety procedures to be followed. These guidelines are intended as an aid to safe practice, and should be shared with the children.

All members of staff are expected to read and adhere to the P.E. safety policy. The safe use of equipment and awareness of others will be promoted at all times, and a quiet working atmosphere encouraged.

Each child will be expected to:

- Respond readily to instructions and to obey the rules
- Have a change of clothing for P.E.
  - Training shoes for outdoor lessons
  - Bare feet for *all* activities in the hall
- Wear no jewellery, including watches and plastic head bands
- Have non-removable earrings covered with tape/plaster - Note children cannot swim with earrings in.
- If prescription glasses need to be worn they must be fastened on with a band
- Long hair must be tied back with soft bobbles or band
- Participate in P.E. unless a letter is provided by the child's parent/guardian, stating a medical reason for their child not to take part

If children do not have the correct P.E. kit in school a letter needs to be sent home, requesting that their children have the correct kit to participate in their lessons.

Staff need to be aware of locations of first aid kits and if using the MUGA and be responsible for ensuring a first aid kit is taken and asthmatic pupils and those with other medical needs e.g. diabetic have medication with them.

Staff are ultimately responsible for safety, however children should be encouraged to recognise potential dangers and to become progressively more responsible to their own safety and that of others.

Staff should check working areas and surfaces for any potential dangers to ensure areas are safe, particularly if using the field e.g. syringes and dog excrement. Staff need to position themselves so that they have maximum observation.

### **Accident Procedure**

In the event of an accident, members of staff should ensure the pupil is treated appropriately and the incident recorded on an accident form, as per school guidelines.

### **Rules**

- To be responsible for own P.E. kit
- To get changed and be ready to begin the lesson within 10 minutes
- Line up in quietly at a designated point, while the class teacher inspects the safety of the hall, playground or playing field
- Quietly find a space and begin warm up task set by the class teacher (e.g. gentle jogging/stretching)
- Carrying equipment:
  - Always have a peer on each corner of a piece of apparatus
  - Always look/walk forwards
  - Always put four fingers under apparatus and thumb on top
  - Don't drag - lift
  - When lifting bend knees keeping back straight

### **Future Development**

- To encourage visitors in order to improve the profile of Physical Education and sport in and out of school (possible links to other curriculum subjects)
- To continue to seek funding to improve access to physical education for all children.

### **Review**

This policy will be reviewed on a regular basis. Any amendments will be presented to the Governing Body.

L. Bradley A. Slack  
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