

Willerby Carr Lane Primary School



PHYSICAL EDUCATION POLICY

Introduction

Physical education should develop pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It should promote physical skilfulness, physical development and a knowledge of the body in action (physical literacy). Physical education should provide opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It should promote positive attitudes towards active and healthy lifestyles.

Pupils should learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They should learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils could discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

Aims and Purpose

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.

We aim:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to develop positive attitudes to physical endeavour, creativity, persistence, fair play and good sporting behaviour;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success;
- to ensure safe practice
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- set targets for themselves and compete against others, individually and as team members;
- respond to a variety of challenges in a range of physical contexts and environments;



- take the 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 of exercise in their lives;

National Curriculum 2014 Aims

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.

Organisation

Our school uses the national scheme of work as the basis for its curriculum planning for PE. We have adapted the national scheme to the local circumstances of the school. The National Curriculum subject content is as follows:

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 [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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. This is currently covered in KS2 – year 4 usually.

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.
- Record will be kept of any child failing to meet the required swimming standards and catch up sessions will be arranged.

Breadth and Balance

The PE coordinator monitors the PE provision in each year group to ensure a good balance of activities between dance, gymnastics, net/wall games, striking and fielding games, invasion games, outdoor and adventurous activities and athletics.

Every class has 2 hour long slots timetabled in one of the two halls, in order to provide 2 hours of PE per week.

Outside agencies are also used to deliver blocks of coaching for a variety of sports, both within the curriculum and as after school activities. We also have developed links with local sports clubs, to offer expert coaching in lunchtime clubs.

Resources

The PE co-ordinator oversees the budget and targets resources where necessary after the annual audit. The PE co-ordinator makes sure that there are a wide range of resources to support the teaching of PE across the school. Small equipment is kept in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics.

Sports premium

The PE coordinator and head teacher allocate the premium funding in line with the School Improvement Plan. A record of all funding spending is kept with the School Business Manager, and the relevant information is displayed on the school website. When deciding on how the funding should be allocated, consideration will be given to all children, including EYFS, KS1 and KS2 year groups, children with special educational needs, children with a physical disability, gifted and talented children, children receiving pupil premium and inactive children.

Clubs and competitions

Registers will be kept for member of all clubs. Any club held on school premises will have to comply with Club policy – e.g. have first aid certificate and own kit, current DBS, safeguarding certificate etc. All clubs and coaches who come in to school must be part of the ERMOS or ERCAS lists – current lists are held in the school office and members will have satisfied various safeguarding criteria.

For any away fixture, the leader of the trip must complete form W09 – Sporting fixtures risk assessment and ensure all relevant requirements are adhered to e.g. copy of the team travelling sent to the office, driver declarations completed for all parent helpers etc.

Planning & Progression

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for the 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 children are increasingly challenged as they move through the school.

Planning in PE is a process, in which all teachers are involved, wherein;



- The foundation for curriculum planning is the school long-term plan, developed through a process of collaboration between staff.
- Schemes of work for physical education are developed by year groups, with support from the co-ordinator where necessary and occasionally based on appropriate commercially produced schemes. (e.g. Val Sabin gymnastics, Aviva Sports Hall Athletics)

Assessment

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for that lesson and this formative assessment is used to inform the next lesson and guide progress of pupils. Summative assessments, based on skills grids are also written down once a year to inform teachers on progress made throughout the year.

Health & Safety

The general teaching requirement for health and safety applies in this subject. Health and safety issues in PE include:

- Use of equipment, apparatus and techniques in accordance with health and safety requirements.
- Appropriate storage of equipment and apparatus.
- Teaching pupils to understand the need for safe practice in physical activities and how it is achieved.

Full health and safety guidelines for P.E. can be found in the P.E. health and safety document. All teachers have been made aware of this document.

Playing surfaces indoor and outdoor

- Games which involve the risk of landing on unstable or unsuitable surfaces should not be used.
- All trip and slip hazards should be removed, as far as possible, before the lesson.
- Before outdoor activities, the teacher should make a sweep of the area to ensure it is clear of hazards, including, glass, faeces and other litter.

Prior to using apparatus

- Equipment should be checked by the teacher for safe positioning and erection.
- Mats should be placed at appropriate points.
- Children must be instructed and supervised in the setting out of apparatus.

Clothing and jewellery

- All children must change for PE. Appropriate clothing is
 - Indoor – t-shirt, shorts, sand shoes or bare feet
 - Outdoor – t-shirt, shorts, tracksuits, sand shoes or trainers
- Children are not allowed to wear socks with no shoes.
- Long hair should be tied back.
- Jewellery must not be worn or if ear rings are worn they must be taped up.
- When kit is repeatedly forgotten parents must be notified. Children must take part in the lesson observing and evaluating.

