



Stoke Holy Cross Primary School

Physical Education Policy

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Reviewed: January 2019

Next Review Date: January 2022

Physical Education Policy

Policy Statement

At Stoke Holy Cross School we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being.

The Physical Education curriculum will provide all pupils with a stimulating, enjoyable, satisfying and appropriately challenging learning experience so that, irrespective of their innate ability, they will enjoy success and be motivated to further develop their individual potential.

Pupils are provided with opportunities to develop their creative and expressive abilities as well as being encouraged to appreciate the importance of a healthy and fit body.

National Curriculum Aims

The Programme of Study and the aims of the national curriculum for physical education (2014) state:

National curriculum in England

Programme of Study: 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.

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.

School Aims

- To develop skilful use of the body and to become physically competent and confident in a broad range of physical activities.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas so that pupils can develop competence to excel.

- To improve observation skills and the ability to describe and make simple judgements on their own and others work, using this to improve their performance.
- To develop an understanding of the effects of exercise on the body and to support their health whilst improving their fitness allowing engagement in sustained periods of physically demanding activity.
- To develop the ability to work independently and communicate with and respond positively towards others.
- To promote an understanding of safe practice and develop a sense of fair play, responsibility towards their own and others' safety, respect and wellbeing.

Our PE and Sports Premium document sets our decisions to work towards achieving our aims.

Entitlement

The school provides the pupils with the full entitlement of at least two hours high quality physical education a week. Units of work are blocked in KS1, blocked for Games and PE in KS2 and in Foundation lessons are aimed at the Early Learning Goals.

Each class is timetabled so that they can access the hall or the outside space for the duration of the unit studied. The daily mile is scheduled into each classes' time table and is in addition to the P.E.

Lessons are enriched by planned access to after-school/lunchtime clubs to allow the pupils to extend their learning and develop towards excelling in sport. This is further enhanced by links to outside sports clubs wherever possible.

Curriculum Planning

In the Foundation class, opportunities will be provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity will last at least 2 hours each week

Pupils in both KS1 and KS2 will engage in lessons of high quality PE for at least two hours each week. In KS1 the curriculum focuses on fundamental movement

skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities.

At KS2 pupils will continue to apply and develop a range of skills and units of work which include a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming. Children's experiences will also be enriched through opportunities for outdoor and adventurous activities. A range of resources will be used to support progression across the curriculum including: Val Sabin PE scheme, Twinkl, PlanIt, Primary P.E Planning and specialist coaching sessions for different sports.

At KS2 swimming is taught by the on-site swimming instructor with supervision by our staff.

Teachers and staff will also be asked to feedback via a skills audit on their confidence and competence to teach P.E to facilitate the planning of staff CPD.

Teaching and Learning

Our philosophy on teaching and learning is encapsulated in our Teaching and Learning Policy to which reference should be made. Cross-curricular links with other areas, e.g. Science, PSHE, Humanities and Drama, are recognised and developed.

Equipment and Resources

The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Subject Leader as soon as possible. Any damage to a piece of apparatus, which could cause subsequent injury, must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Safe Practice

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education" guidance provided by Baalpe and Norfolk LA. A copy of the Baalpe manual is located in the Professional

Library, in the staff room. The *PE Subject leader will make all staff teaching PE aware of these and share the appropriate risk assessments with staff - as indicated).*

All pupils must be taught how to handle and carry apparatus and resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

The staff, as a whole, carries out a risk assessment on the three main areas where physical education takes place.

Differentiation

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

Equal Opportunities and Inclusion

Every pupil has equal access to national curriculum PE. Learning experiences are differentiated in such a way as to meet the needs of all pupils. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities. Reference should also be made to the schools Equal Opportunities Policy.

Assessment, Recording and Reporting

There is an agreed whole school policy on Assessment, Recording and Reporting, to which reference should be made. Our assessment system is currently being developed.

Assessment is normally carried out by teachers in the course of the normal class activity. Formative assessment methods will be used. These will allow a picture to be built up of the pupil's progress, any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress - suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill

demonstrated, this is best achieved through contextual tasks and not in isolation.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's school work at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered. It will also indicate to the parents whether the individual is working in line with, above or below age related expectations (ARE).

Staff Continued Professional Development (CPD)

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader through INSET. All staff who attend any CPD course will provide feedback/disseminate the information.

Out of School Hours Learning (OSHL)

The school offers a wide range of after school activities. These are open to any pupil in the relevant year group. Staff will notify pupils of any cancellation, rearrangement of clubs as soon as possible.

Foul Weather

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class-based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation, still allowing the learning intentions to be achieved.

Loss of Teaching Time/Space

The school has a policy of spreading activities throughout the curriculum rather than targeting one subject only when theatre groups, trips etc occur. This ensures greater parity of access to all areas of the curriculum.

Adults Other Than Teachers (AOTTs)

AOTTs are welcomed into the school providing the relevant checks and qualifications are present. A sheet will be available to those coming into school to make them aware of resources, procedures and any other useful information.

Safeguarding

The children's safety and ability to fully access the curriculum are priorities within the school and to this end reference should be made to the school's Safeguarding Policy. Due consideration will be given to the procedures when children are changing for swimming or any other athletic activity and to the safe use of equipment around the school. Relevant checks will be made on those AOTTs who are working with the children, who will then be made aware of any other safeguarding issues.

The Higher Achiever

Talented children will be encouraged to join an appropriate local club to further their development. To this end a register of clubs will be kept as a resource for future reference.

Jewellery

Children will be responsible for removing their own jewellery or covering ears with tape.

If the child cannot take out their own earrings and apply the tape, the parents should apply tape in the morning to last the day. The parents should also be encouraged to teach their children how to remove their own earrings. It is a whole school understanding that a child may not participate in a PE lesson if jewellery cannot be removed or precautions taken.

Lack of Kit

All children will be expected to bring the appropriate kit to each PE lesson. If none is present the school will provide a spare set for the children. If children persistently forget their kit a letter will be sent home to parents informing them of the situation so the children take responsibility for their kit and do not rely on the school.

Review

This policy will be reviewed as part of the general curriculum review programme listed in the School Development and Improvement Plan.

