

## Whole School Policy for Physical Education

### Introduction

Clitheroe St James CE Primary School recognises that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development, well-being and overall education. A broad and balanced physical education curriculum is intended to facilitate the development of the pupil's body awareness, self-confidence and enjoyment of the activity. The school aims to enable pupils to reach their full potential as learners as well as performers. In doing this, it aims to generate confidence and skill in physical activity as well as introducing the pupils to the pleasures of physical activities and games.

The curriculum is designed to provide equality of access and opportunity for each child irrespective of ability, experience, cultural background, interests or gender. A balance of individual, team, co-operative and competitive activities aim to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives, which, combined with varied, and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all children. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical Education is considered as a vehicle to facilitate access to cross-curricular themes, such as PSHE, Numeracy, Speaking and listening and Geography, rather than a subject concerned exclusively with the acquisition of skill and technique.

### Intent

Physical education offers opportunities for children to:

- Become skilful and intelligent performers
- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical contexts
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- To provide the opportunity to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules.
- To develop social skills and co-operation between children, through the encouragement of fair play and sportsmanship.
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as team members
- Understand what it takes to persevere, succeed and acknowledge others' success
- Respond to a variety of challenges in a range of physical contexts and environments

- Take the initiative, lead activities 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
- Develop positive attitudes to participation in physical activity
- To foster an appreciation of safe practice.

### **Objectives**

- Children will participate in a range of activities in order to develop personal physical skills and apply these into core tasks.
- Children will be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement.
- Children will be made aware of simple physiological changes that occur to their bodies during exercise.
- Be given opportunities to develop imagination, self-reliance, self-discipline, co-operation and other characteristics to achieve shared goals.
- Be given opportunities to enjoy and succeed in the subject as well as be stimulated, challenged and safe.
- Be given the opportunity to develop areas of activity of their choice in extra-curricular time.

### **Implementation**

The content of P.E. in primary schools is established by the National Curriculum at Key Stage 1 and Key Stage 2 and the Early Learning Goals for the Foundation Stage is as follows:

**Foundation Stage/ EYFS:** Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, agility and balance through the five FMS. Children must also be helped to understand the importance of physical activity.

### **Key Stage 1:**

- 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 (FMS)
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

## **Key Stage 2:**

- 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

The implementation of the above National Curriculum requirements are outlined in the whole school curriculum map.

All children in KS2 will receive swimming sessions with qualified instructors at the swimming pool so that the NC requirements can be met. All schools must ensure that pupils have the opportunity to 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

During the Year 6 residential Outdoor and Adventurous trip, children will experience problem solving activities and other activities which challenge their thinking and decision making. At school, all children have the opportunity to take part in orienteering activities, using the school's permanent course.

## **Curriculum Map**

The curriculum in this subject has been organised to ensure that children at foundation and both key stages have access to all areas specified in the National Curriculum to develop progression.

Opportunities for high quality exercise are also provided outside of P.E. lessons. During lunchtimes, older children within the school assume leadership roles organising and overseeing games for younger children particularly in KS1.

## **Extra-curricular activities and other initiatives**

Out of hours clubs are provided to extend children's participation, development and enjoyment of specific activities. The clubs, which are provided for the children in both key Stages and Foundation Stage, are run by school staff and external agencies.

As a school, we try to ensure that a range of activities are on offer so that all children will feel engaged in taking part in an activity after school. Outside agencies often provide a range of activities for our children. If this is the case, they all must have DSB clearance and the necessary level of qualification. In addition to school staff organising extra-curricular activities, parents, who are DSB cleared, also lead clubs and Young Leaders from local high schools are encouraged to attend and support sessions out of school.

Children are encouraged to participate in intra and inter-school competitions for a range of activities in both KS1 and KS2. These competitions often take place during school time but often extend beyond the normal close of the school day.

In Years 6 the children are invited to participate in 'Bikeability' which provides children with on and off-road training.

The school actively promotes the Walk to School initiative, demonstrating both the environmental and health benefits of this choice. The School hosts Walk to School weeks each year.

## **Resources**

The facilities available for the teaching of physical education at Clitheroe St James C E are two halls, two playgrounds and the school field. The school has a variety of gymnastic equipment, including fixed and movable apparatus. We provide the opportunity for year 5 to attend swimming lessons at Ribblesdale Pool, taught by specialist swimming instructors and school staff, following lesson planning written by specialists. The school also has well resourced PE stores in both the infant and junior buildings. Equipment is checked regularly and stock replenished as often as the budget allows. Teachers have access to equipment and Schemes of Work written by Lancashire PE Specialist. In addition to this, support and advice can always rely on when required.

## **Planning**

The physical education curriculum and scheme of work developed at the school covers all areas of activity outlined as statutory in PE National Curriculum 2014. Each year group covers certain aspects of the curriculum during the child's time at school. The current scheme of work we use is provided by Lancashire - Scheme of Work 2014. At present, the children in the Foundation Stage have access to the New Lancashire Scheme of Work. There are other materials available to supplement the curriculum if necessary.

## **Staffing**

Teachers take their own classes for P.E. unless an external coach is leading the session. When this occurs, it is usually part of CPD and the class teacher or other members of the school staff are present in order to oversee the teaching and also to develop their own knowledge and understanding so that all staff can offer high quality PE lessons in the future.

Teachers regularly attend sporting events that our children participate in, demonstrating the value placed on sport by the school. We try to raise awareness of sporting events and opportunities in our wider community for both children and parents through newsletters and notices.

## **Inclusion**

The teaching of PE is generally intended to be suitable for a mixed ability, whole class approach. However, when appropriate, ability groups will be set so that particular skills can be developed and all children are working on suitably differentiated tasks.

The school aims to provide full access to the P.E. curriculum for children with special needs, whilst taking into consideration any relevant safety issues in accordance with the special needs policy. If a programme needs to be adapted, then the teacher in charge will do this in consultation with the PE co-ordinator and SENCO (if applicable) and any other outside agencies (occupational therapists). Teachers may wish differentiate activities to enable a child to achieve and succeed in a particular area. A teaching assistant or SSA may be used to either aid achievement or further differentiate tasks on an individual basis which may support children placed on a special programme.

Further support is on offer through the School Sports Partnership where an SSCo has responsibility for inclusion and SEN.

## Non-participants

If pupils are not participating in P.E. it should only be for health or medical reasons and a letter should be sent into the school explaining the reason. Teachers should contact individual parents if a child consistently fails to dress appropriately.

Where possible, children who are not participating in P.E. for reasons of health or forgotten kit should be given a role so that they feel included and have an awareness of the learning objective for the session. Such a role could be as a scorer, referee, commentator or a responsibility for equipment.

## Assessment and Monitoring

### Primary physical education key areas for assessment

#### Key Stage 1:

**Develop fundamental movement**

**Physically motivated and confident**

**Socially engaged**

- Fundamental movement skills
- Agility, balance and coordination
- Competes with self
- Competes with others
- Cooperates with others
- Physical confidence
- Can evaluate and recognise success

#### Key Stage 2:

**Applies and develops movement**

**Effective in working together**

**Reflective learners**

- Apply skills in different ways
- Link and sequence actions
- Communicate
- Collaborate
- Compete
- How to improve in sports and activities
- Evaluate and recognise success

To meet with the new requirements in line with the National Curriculum, children are now assessed without levels.

The use of core tasks to assess knowledge and understanding at the end of a unit of work are beginning to be implemented, with the introduction of the New Lancashire Scheme of work Assessment Tools. Assessment of the pupils' progress is made through the continuous process of observation and questioning. Observations can be supported with photographs and video. Children who have been identified as gifted and talented are kept on a school register and supported, where possible, in finding clubs and events that will nurture their further development.

### **Safe practice**

The school follows the safety requirements as stated in AfPE. To ensure safe practice pupils are taught to:

- Be concerned with their own and others' safety in all activities undertaken
- Understand the importance of warming up and recovery exercise, thus preventing injury
- Lift, carry and place equipment safely
- Observe the rules of good hygiene
- Understand why particular clothing, footwear and protection are worn for different activities
- Long hair should be tied back
- Understand the safety risks of wearing inappropriate clothing, footwear and jewellery
- Respond readily to instructions and signals within established routines and follow relevant rules and codes

All adults must report any defects in any equipment that needs attention.

All equipment must be tested before the children use it. Equipment is checked for health and safety by a qualified outside agency.

In all activities that involve children working above floor level cushioned mats must be used.

Although children are trained to carry, lift and place apparatus safely, it is the individual teacher's responsibility to supervise them and check that equipment is stored safely and tidily.

Teachers should ensure that children are able to work in a safe and suitable environment.

This means :-

- The removal of unnecessary furniture to ensure a clear working space.
- A clean splinter free surface so that children can work barefoot safely.

- A safe, outdoors surface for games (no uneven surfaces or unsafe obstacles such as litter, stones, holes..)
- Safe boundaries for games, clearly marked areas sufficiently away from walls and fences to prevent injury.
- Suitable and safe organisation of apparatus
- Games apparatus/equipment is stored safely when not in use.

### **Clothing**

All children must wear appropriate clothing for P.E. for safety reasons. Appropriate footwear is essential. Feet should be bare for gymnastics sessions.

Hair should be tied up if long. No watches or jewellery should be worn. If children lose any personal property during P.E. the school cannot take responsibility, but will do all they can to help look for their property.

Teachers will dress appropriately for P.E. sessions.

# CLITHEROE ST JAMES CE PRIMARY SCHOOL

## PE POLICY

2016

