

PUTNOE PRIMARY SCHOOL

Physical Education Policy

Introduction

1. Putnoe Primary School recognises the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life at Putnoe Primary School.

Intention and Aims Generally

2. It is the intention of the school to provide a broad and balanced PE curriculum to aid and increase children's self-confidence in relation to their ability to manage themselves and their bodies within a variety of movement situations.
3. The aim is to cater for the different strengths, needs and preferences of each child by using differentiated activities (where appropriate) consisting of individual paired and group activities. Through the variety of opportunities that PE offers children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries. A range of activities will therefore be provided with a broad base of movement knowledge, skills and understanding, which children can refine and expand throughout their primary school years.
4. Children of all abilities will be encouraged to join clubs and outside extra-curricular activities with the aim of extending their interest and involvement in sport. We will also encourage children to develop their creative and expressive abilities, through improvisation and problem-solving.
5. Children who are taught to appreciate the importance of a healthy and fit body begin to understand those factors which affect health and fitness. Our aim to raise children's awareness in this regard is therefore closely aligned with the school's policy on Personal, Social and Health Education (PSHE).
6. Through the Government Funding for School Sport the school will, where possible, provide opportunities for both pupils and teachers to work with and alongside PE specialists and qualified sports coaches. The aim is to enhance specialist and coaching facilities and to develop the skills and expertise of staff to provide better coaching, mentoring and advice to pupils across the whole PE and sport spectrum. Spending will be reviewed and published on the school website yearly.

Specific Aims in relation to Physical Development

Different experiences for different age groups will ensure all pupils will be exposed to a range of appropriate challenges as they move through the school so that they:

- develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- become aware of the different shapes and movements that can be made with the body.
- develop knowledge, skills and understanding and the ability to remember, repeat and refine actions with increasing control and accuracy.
- become aware of the benefits of a fit and healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
- appreciate of the value of safe exercising.

Specific Aims in Relation to Social, Emotional and Cognitive Development

7. Participation in PE and sport have other additional benefits which should help to:

- Embrace and develop the 4R's (Resilience, reciprocity, resourcefulness, reflection)
 - develop a love of physical exercise.
 - develop the ability to work independently and communicate with, and respond appropriately towards, others using verbal and non-verbal communication.
 - develop confidence in skills and abilities.
 - promote an understanding of safe practice, and develop a sense of responsibility for the safety of others.
 - realise that the right exercise can be fun and energise other things in life.
 - create and plan games for mutual benefit.
 - develop a sense of fair play.
 - develop decision making and problem solving skills.
 - develop reasoning skills and the ability to make judgements.
 - develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
 - develop the ability to communicate non-verbally with the body.
 - improve observational skills, the ability to describe and make simple judgements, and to use this knowledge and understanding to improve performance.
 - understand that using correct techniques will improve accuracy and performance.
 - enable performance evaluation and the ability to act upon constructive criticism.

Spiritual, Moral and Cultural development

8. Developing a positive attitude generally is not simply about celebrating sporting success and learning to lose well; but also encouraging children always to do their

very best regardless of their ability; praising progress and achievement in a way that does not cause fear or upset for lack of performance or failure; and treating team mates, opponents and referees with respect. Essentially, using every opportunity to maintain and raise self-esteem all round.

The PE Curriculum

9. In the Reception 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. Nursery children will have the opportunity to be taught by a PE specialist weekly.

10. Pupils in both KS1 and KS2 will engage in lessons of high quality PE 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.

Swimming

11. Swimming lessons will be compulsory for all children from Year 4. Lessons will be provided by Local Authority employed swimming coaches at a local swimming pool. Any child unable to swim 25m at the end of their swimming block in Year 4 will be exposed to lessons again in year 5 and 6.

Earrings in PE/Swimming

12. Earrings must be removed before participating in PE lessons (including swimming). If a child is not able to remove their own earrings parents should do so before school on a PE day. If there are exceptional circumstances which prevents this from being possible for a defined period of time, parents should provide a letter explaining the reasons and the date from which earrings can be removed. During this period the earrings will be made safe using tape, however a teacher may ask a child wearing earrings not to participate in an activity if they feel the risk is sufficient.

Curriculum Differentiation

13. The school uses the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities,

for example, with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats

P = change the people, e.g. size of the groups

Staffing/Staff Development

14. The PE coordinator will plan yearly units for each teacher. Each class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their class. It is intended that all staff will take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. It is further intended that staff should be comfortable and competent in the area of activity being taught. Where additional support is required this will be provided by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses will provide feedback and disseminate information/learning.

Safety

15. In order to minimise the risk of injury:

- children should dress in black shorts/ tracksuit bottoms and PE t-shirts.
- children will work in bare feet for all indoor and apparatus work.
- plimsolls or trainers are worn for outdoor games, together with tracksuits if cold.
- jewellery is not to be worn. Ears pierced for less than six weeks will be covered with medical tape.
- long hair should be tied back and rigid headbands should be removed.
- children will be trained to lift and carry any apparatus sensibly into position under adult supervision, which will be checked by a teacher before use.

Safeguarding

16. All adults working with children in school with children will be DBS checked.

Out-of-school-hours Learning (OSHL)

17. Varied extra-curricular activities (both competitive and non-competitive) compliment and supplement the range of activities covered in curriculum time. The planned programme, for the next academic year, reflects a breadth and balance across the national curriculum areas of activity, including gym, dance, games and athletics. Competitions will be entered throughout the year due to our involvement with Bedford School Sport Partnership where more able and talented children will have the opportunity to showcase their strengths and abilities within their preferred sport.

Links with Other Subjects

18. PE links to other subjects, e.g. Literacy, (recount/report/instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting/measuring and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio, visual and data logging equipment.

Equality

19. All aspects of PE will be taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning intentions will be set in line with the school's Special Needs and Equality Policies.

Records and Assessment

20. Assessment for learning will be made through short term (weekly) observations of children's work, through discussion with the children, and through their own self-assessment. Assessment of learning will be made through medium term (summative) assessments and longer term (formative) assessments.

School Sports Partnership (SSP)

21. The school is a member of the Bedfordshire Sports Partnership (SSP) and as such has access to curricular support, competitive opportunities for pupils, opportunities to be inspired by sporting ambassadors, and training for staff via the partnership. Accordingly, the School aspires to the 7 High Quality National Outcomes which guide the work of all SSPs:

- Increased participation in high quality PE.
- Increased participation in high quality out of school hours learning.
- Increased participation in high quality informal activity.
- Increased attainment and achievement through PE and sport.
- Improved behaviour and attitude in PE, sport and whole school.
- Increased participation in competitive and performance opportunities.
- Increased involvement in community sport and improved quality of community life.

Monitoring and Review

22. This Policy will be reviewed yearly.

Review Date
July 2018