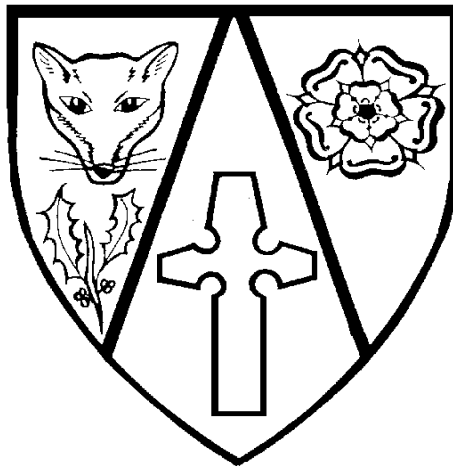


Deanery C.E. Primary School



P.E. Policy

Purpose of Study

At Deanery we aim to have a high quality physical education curriculum which inspires pupils to succeed and excel in competitive sport and other physically demanding activities. PE will provide opportunities for children to become physically confident in a way which supports their health, fitness and wellbeing. By offering opportunities to compete in sport and other activities our children will build character and develop the values of sport such as fairness and respect.

SUBJECT AIMS

Physical Education (PE) is a foundation subject within the National Curriculum.

The focused aims of PE are:

- To develop competence to excel in a broad range of physical activities.
- To be physically active for a sustained period of time.
- To engage in competitive sports and activities
- To lead healthy and active lives.

These aims are consistent with our school philosophy and take account of the LEA Curriculum Policy and National Curriculum non-statutory Guidance.

Our pupils will work at levels appropriate to their abilities.

SUBJECT OBJECTIVES

- Working towards at least two hours of curricular physical education in which a broad and balanced programme is provided.
- Provision of high quality physical activity opportunities both within and outside the school day.
- To increase pupil participation in physical activity both within and outside the school day.
- To raise the profile of physical activity throughout the school and encourage cross curricular links.
- To make facilities and equipment available for pupils to use at lunchtime and break times and encourage pupils to be active at these times.

In learning PE, children will have the opportunity to achieve the following objectives:

Key stage 1

Pupils 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 are enabled to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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

Key stage 2

Pupils 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 enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are 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

As a school we provide swimming in KS2 with children from year 3 taking part in block swimming over 3 weeks per class.

In particular, pupils are 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

Curriculum and School Organisation

The curriculum covers the six areas set by the National Curriculum

- Games (Invasion, Net and Wall, Striking and Fielding)
- Dance
- Gymnastics
- Athletics
- Outdoor and Adventurous Activities (Key Stage 2 only)
- Swimming (KS2)

There will be a progression from Nursery to Year 6.

Each year group is allocated 2 areas of Physical activity per half term. Each area is planned against the Chris Quigley milestone objectives to ensure suitable progression and full coverage of the National Curriculum throughout the school. Children work in mixed ability groups and mixed gender groups.

Planning and evaluation of PE work is carried out on a weekly basis by the class teacher and can be seen in his/her short-term plans, annotating where appropriate. Assessment is carried out at the end of each topic.

Time Allocation

Each class receives at least two timetabled hall period, one of which should be taken outside unless it is inclement weather.

Equal Opportunities

All pupils regardless of gender, ability, race and including those with special needs are ENTITLED to a comprehensive programme of physical activity which:

- Fulfills the statutory National Curriculum requirements
- Takes into account their individual needs and interests.
- Provides them with the opportunity to pursue activity beyond school.

NB We note at present that boys are not allowed to be in competitive teams for Netball and likewise for girls in the County Football League. These teams therefore cannot reflect the school's policy for all children, irrespective of gender, to have access to all areas of the curriculum.

Differentiation

Physical activity provision within the school is developmentally appropriate and a variety of teaching and learning approaches and organisational management are adopted to ensure that:

- Tasks are matched to pupils of different abilities, needs and interests by balancing challenge with the likelihood of success.
- Pupils at different starting points all make progress.

The achievements of all pupils are maximised by providing variations in:

- Tasks (e.g. providing a range of tasks with differing degrees of difficulty)
- Space (e.g. setting out the task in different amount of space to make it more/less challenging)
- Time (e.g. allowing pupils to work at different paces)
- Equipment (e.g. using a variety of equipment to make tasks more/less challenging)

- People (e.g. permitting small group work, selecting mixed ability or setting as appropriate)
- Support (e.g. providing additional support)

Catering for Low achievers

- Allowing pupils extra time to complete a task.
- Using appropriate demonstration.
- Focusing on personal improvements and recognising participation, improvement and effort.
- Making activities enjoyable and interesting.
- Using more able pupils to assist in paired work.
- Providing competitive opportunities at their level (inter and intra school)

Catering for High achievers

- Using differentiated target setting
- Providing appropriate challenges, which stretch pupils e.g. using more challenging equipment.
- Providing extension work for activities
- Encouraging participation of out of hours work
- Involving pupils in helping and supporting less able peers.
- Providing competitive opportunities (inter and intra school)
- Directing pupils to local clubs/outside agencies.

Special Educational Needs

Wherever possible, all children will be able to participate in and through the whole Physical Education Curriculum which we offer. For children who have physical difficulties, examples of approaches could be adopted:

- Modification of activities (equipment)
- Parallel activities (all pupils take part in the same activity but in different ways)
- Included activities – all pupils play adapted games specifically designed for young disabled pupils.
- Separate activities – for activities where it is difficult for a pupil with special educational needs to take part.

Assessment/ Recording/ Reporting

Examples of methods of monitoring pupil improvements include:

- Teacher observation of pupil performance in lessons.
- Pupil responses to specific tasks/questions.
- Use of Chris Quigley milestones to assist in completing assessments.

Methods of reporting pupil's progress and attainment include:

To pupils

- Giving children verbal feedback so that they know how they are progressing.
- Awarding certificates for attendance at out of hours activities.
- Highlighting pupils' successes via assemblies, or on a special notice board.

To other teachers

- Use of Chris Quigley Milestones to assess.
- Through highlighting PE successes in special assemblies.
- Adding pupils to PE Gifted and Talented list.

To Parents

- Including a PE section on the end of year school reports.
- Through parents evenings.
- Chatting to parents at sporting fixtures.
- Including information on physical activity achievements and progress in governor's reports.
- Providing photographs, on the school website, of children involved in physical activity and school teams.
- Inviting parents to special assemblies in which pupils are awarded certificates for their physical activity achievements.
- Inviting parents to sports days, festivals etc, where they can see their children taking part in physical activity.
- Sporting events to be posted on the school website as a follow up to the event.

Other agencies

- Providing regular reports to the governors
- Introducing pupils to local clubs through competitive events.
- Informing the local press of physical activity and sporting success.

Safety

The schemes of work used within the school encourage safe and effective exercise procedures. Lesson plans include appropriate warm ups and cool downs. Pupils are taught how to respond and follow rules and etiquette when following the PE curriculum.

- They are also taught about the safety risks of wearing inappropriate clothing, footwear and jewellery and how to carry and use equipment.
- Pupils are taught how to handle and lift equipment and apparatus.
- Regular safety checks and maintenance of equipment are carried out and risk assessments are in place.

- Staff INSETS are organised both within the school and using outside expertise in order to increase staff knowledge and skills.
- Records are kept of pupils with medical conditions and there are trained first aiders on site.
- If a child is badly hurt during a PE session, then two other children should be sent to the school office to seek additional adult support. The teacher should remain with the injured child at all times. All staff have basic first aid training.
- In the event of minor injuries the teaching will have a first aid kit with them (when outside) and deal with the injury it is appropriate and safe to do so. When inside, children can be sent to the designated first aider whilst being accompanied by another child. Other children must not continue with their sport while the teacher is occupied with first aid.
- Staff must check the surface of the school hall, playground, field and MUGA for potential hazards before the lesson commences. (e.g. wet patches, food etc)

MOVING APPARTUS

Children should be instructed not to touch apparatus unless instructed to do so by a teacher. Apparatus must always be carried and never dragged across the floor. Once the apparatus has been positioned children should sit on the floor and await instructions.

Mats: There should always be 4 carriers, two on each side. (Not holding the corners as the mats sags and are more difficult to handle) In KS2 the teacher decides whether two or four children carry a mat. This will depend on the weight of the mat. All children must walk forwards when carrying. Mats should never be position in case a child falls. Mats should only be placed where controlled jumps and landings are to take place.

Benches: There should be at least 2 carriers, preferably 4. All children must walk in the same direction. In Years 5 and 6 the pupils can carry with one on each end of the bench. One child must look over their shoulder to avoid accidents.

Stools, tables and boxes: Same system as above. Try to carry on the side, which is free of metal bars so toes are not damaged.

Wall bars: The teacher must set out and must then check all parts (tensioning, cables, and bolts) are secure before the children use them.

Ladders: Always make sure they are anchored correctly.

All other equipment must be handled sensibly and safely under supervision of a teacher.

PE kit

All children are required to wear the correct PE kit, which is detailed below. All jewellery must be removed and hair must be tied back (This is applicable to boys as well as girls, if their hair is beyond shoulder length). Where ears have only recently been pierced parents should provide tape to keep the piercings covered.

Indoor

- Black Shorts
- White round neck t-shirt (with or without the school badge)
- Plimsolls, slip on or Velcro. For gymnastics and dance lessons the children will remove their footwear during the lesson. During indoor games the footwear will remain on.

Outdoor

- Trainers for outdoors.
- Black shorts
- White round neck t-shirt (with or without the school badge)
- Black tracksuit (hoody and bottoms) or red school hoodies for winter can be worn outside only.

*Should any child have a verruca or other infection on their feet then parents should inform the class teacher and exceptions will be made for those children. Adaptations to lessons and equipment may be required.

All children are expected to participate in PE and staff should be active in encouraging participation. Children who regularly forget their kit or have the incorrect clothing will be recorded. A letter will then be sent to parents if two or more sessions are missed per half term. Children who forget their kit will still be involved in the lesson through a supporting role; setting up equipment or helping to coach other children by offering constructive feedback.

NON-PARTICIPANTS

Non-participants are encouraged to take part in the non-performance aspects of PE wherever possible e.g. helping groups to plan and evaluate. If this is not possible then children should be provided with an observation form to complete. Parental notes should be provided if a child needs to be excluded from PE for health reasons.

Resources

The majority of PE equipment is kept in KS1 and KS2 storage cupboards in both halls. The store is only accessible to members of staff.

The purchase of resources is planned each year by the PE curriculum leader based on the PE budget where the team bid from the main school budget. The PE budget will reflect the priority, which PE is being given in the School Improvement Plan for any one year.

Staff should report damaged or faulty equipment to the PE Coordinator immediately. Damaged equipment must also be removed from use.

Extra Curricular Activities

These are an important part of a child's primary education. They enable pupils to develop particular skills and further their interest in one or more sporting activities. It helps to introduce a competitive element to team games and promote cooperation and a sense of good sportsmanship.

Free Extra curricular activities offered include:

Football (year 5 and 6)

Netball (year 5 and 6)

Rounders (year 5 and 6)

Hockey (year 5 and 6)

Athletics (year 1 – 6)

Gymnastics

As these clubs are provided on a voluntary basis by staff they are subject to change.

Other activities are also provided by outside agencies which are organised on a termly basis by the PE Leader.

For every extra curricular club, which takes place before or after school parental consent must be gained. Application forms will be sent out for each club. These must be checked with management prior to sending out. Parents must indicate whether children will be collected or can walk home (Y6 only) and must include an emergency contact number. Medical details must also be included.

A register must be taken at the beginning of every session. These registers are to be located in the office.

If a club has to be cancelled, the parents must be informed before lunchtime on the day of the club. If a club has to be cancelled at very short notice, the school is responsible for those children until the parent collects them. It is the responsibility of the organiser to supervise this. In case of their absence a senior member of staff would take this responsibility.

Extra Curricular Activities –Procedure including first aid

Before

All external coaches and providers must ensure that they are aware of the school procedure and first aid procedures before taking a club.

A register containing children's names and medical information must be picked up from the office and completed before the club takes place.

Before the club, children must be met in the shared area of the appropriate year group or hall.

Children must not be allowed to wear outside football boots/studs inside the school building for safety.

Coaches must ensure that they are aware of any medical issues and take the appropriate classes inhalers to the sports hall/field during the club (KS2 children will carry their own inhaler).

Coaches should have basic first aid training and carry a basic first aid kit every session.

Staff/coaches must ensure that all children have their medication (e.g. inhalers) with them during the session.

During

Children must be well supervised and controlled at all times inline with the schools behaviour policy.

Children wishing to go to the toilets should be sent in pairs.

In the event of a serious injury or the need for medical attention the coach must stay with the child at all times. They should stop all other children and ensure they're safe. They should then contact the designated staff member by sending 2 sensible children in to school.

After

Children should be released to a parent/agreed adult from the KS2 doors or the school office for Reception/KS1.

Children that need to go to the after school 'Foxes' club should remain behind and be escorted to the foxes building where they must be signed in. Access through the Nursery classroom.

If requested a member of staff can help dismiss children.

Sports Premium

Government funding of £20,000 per year is to be awarded until 2020. This money will be used to provide sustainable resources for the children, provide new learning opportunities to develop lifelong skills from outside agencies and up-skill teaching staff.

Every Child Matters

Enjoy and achieve

PE gives students the opportunity to participate and achieve in a range of activities as performers, evaluators and leaders. It provides a strong link to physical activities, sport and dance opportunities they take up in extra curricular activities and in the community. It makes a significant contribution to young people's entitlement to at least 2 hours of physical activity, including sport, each week.

Students enjoy being physically active as individuals, in groups and in teams. They also enjoy solving problems and performing in creative, aesthetic, artistic, competitive and challenging activities.

For some students achievement in physical education will be the pursuit of excellence and becoming the 'best' in their sport or chosen activity. Others may choose to use their knowledge and skills and understanding to pursue careers or voluntary pathways as performers, leaders or officials or follow physical education routes of study at further or higher education. Success for others will be in their involvement in physical activity for its own sake and for the benefits to their health and well-being.

Be Healthy

PE gives students an understanding of the important role physical activity plays in a balanced, healthy life. By experiencing a range of activities and developing their skills, competence and confidence, students can make informed choices about how they want to get involved in physical activity both at school and in the community.

A high quality PE programme helps students appreciate the positive effect physical activity can have on their overall feeling of well being. They come to regard it as a vital ingredient in their lives and choose to be physically active on a daily basis. They learn that being active can have a positive impact on stress, anxiety and depression, can increase social opportunities and, when combined with a balanced diet, can lead to better maintenance of a healthy weight and a better overall feeling of well being.

Stay Safe

PE gives students the knowledge, skills and understanding they need to participate safely and effectively both as individuals and when working in groups and teams. They learn how to create safe environments and how to use safe working practices. This includes such things as wearing appropriate kit, warming up safely and effectively, lifting and carrying safely and ensuring that they and others are safe.

Students learn about the risks associated with different activities and how to mitigate those risks while still providing challenge and excitement. They learn how to be alert to changing risks and become safety conscious in all that they do without being fearful of attempting more challenging activities.

Achieve Economic Well Being

Through PE students learn how to work as individuals and collectively to achieve success. They learn to solve problems by devising plans and discussing, commenting on, reviewing, refining, repeating and carrying out these plans to completion. These are all vital skills that will help equip students for the world of work.

PE helps students understand that physical activity can stimulate their minds, give them a sense of wellbeing and have a positive impact on their lives. Knowing the importance of balancing the demands of a job with physical activity, leisure and social interaction is the key to achieving in the world of work while remaining mentally and physically fit.

Make a positive contribution

PE provides many opportunities for students to get involved positively in the life of the school and in the wider community. Students gain the confidence to develop their skills and specialisms outside school by joining local clubs. They may also do voluntary work at school and within the local community, assisting in clubs and other social settings.

PE provides opportunities for students to work collaboratively in a range of settings. They learn how to overcome difficulties, to appreciate their own and others' strengths and weaknesses and to develop their understanding of fairness and personal and social responsibility.

Policy Written by Hannah Westbrook October 2018

Policy presented to Governors

.....
(date)

.....
(signed)