



Whitstone Community Primary School

Physical Education Policy

Whitstone C.P. School

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Rationale

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. At Whitstone C.P. School we believe Physical Education and school sport should give all children the opportunity to improve and achieve physical competence in line with their age and potential. Physical Education and school sport enables children, whatever their circumstances or ability, to take part and enjoy a wide range of activities. It promotes positive attitudes to health, safety and well being.

Aims

The school aims to provide a curriculum to meet the needs of all pupils. In particular, we aim to provide a breadth of study to address the following.

- . To teach children to become skilful and thoughtful performers, developing control and co-ordination.
- . To develop an understanding that what they do in PE and school sport contributes to a healthy and active lifestyle.
- . To give children the confidence to get involved in PE and school sport, applying and adapting their skills in a wide range of activities.
- . To encourage an appreciation of the creative and aesthetic aspects of PE.
- . To contribute to children's social and emotional development. To promote their confidence and self-esteem. To develop qualities such as commitment, fairness, tolerance and a concern for others as well as individual success.
- . To develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations, to cope with losing, and to retain proper sense of perspective in competition.
- . Develop an appreciation of skilful and creative performances.
- . Develop personal responsibility for organising equipment, apparatus and clothing.
- . Be encouraged to pursue leisure activities now and in the future.

Entitlement and Curriculum Provision

Foundation Stage

PE aspects of the curriculum for the Foundation Stage are found under the heading 'Physical development' in the Early Years Foundation Stage (EYFS) Curriculum.

Requirements

There are seven areas of learning and development that must shape educational programmes in the Foundation Stage. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. 'Physical development' is one of three prime areas.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Aspects of Physical development and The Early Learning Goals

The Early Learning Goal states that by the end of the Foundation Stage children should be able to:

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Foundation Stage Planning

Learning and development at Whitstone CP School will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Adult-led activities for the PD aspects of the planned curriculum are organised into different aspects, which fit into Class One's PE curriculum and the School's long term planning for PE. For example, children are taught Leap into life sessions for 15 minutes 4 days a week.

KS1 and KS2

All pupils are entitled to a progressive and comprehensive physical education programme which covers National Curriculum requirements and which takes account of individual interests and needs. Children at Whitstone experience all the programmes of study for KS1 and 2.

In KS1 the National Curriculum states that children 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.

In KS2 the National Curriculum states that children should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, such as 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.

We aim to provide an average of two hours a week of Physical Education within the curriculum and out of school hour's provision for children at both key stages. This may vary depending on the time of the year and any special events. The National Curriculum also states that children should receive swimming instruction during KS1 or KS2. The school provides swimming lessons for children, once a week during Autumn Term, from Year 1 to Year 6.

The school also provides a range of extra curricular activities; these encourage children to further develop their skills. We also have links with local community clubs: E.g. Bude Football Club, Bude Bays Netball Club, Bude Cricket Club and Bude and Launceston Swimming Clubs.

Teaching and Learning

Good lessons should contain the following elements:

Purpose: lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson; learning objectives should be taken from the four strands of the P.E. National Curriculum and children should understand the objectives for each lesson and unit of work.

Progression: pupils' capabilities should be developed, with increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills; It is also important to make links of learning in and beyond the sequence.

Pace: lessons should be appropriately paced depending on activity, with suitably challenging activities.

Coherence: all teachers should reinforce previous understanding and establish links between curriculum experiences.

Differentiation: is achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups;

Pupils' responsibility: in lessons pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation, and, at times, their own learning, as they practise and repeat movements in order to improve efficiency and the quality of their performances.

Support Staff: Learning Support Assistants and resources are well deployed.

Cross Curricular

Opportunities within our P.E. curriculum are used to develop other areas of the curriculum. These are:

ICT: To aid the teaching of key skills, peer assessment, analysis of performance, self-evaluation, record of progress and as a stimulus. Various resources are available e.g. ipads, digital camera, digital blue camera, internet resources, video clips, etc.

Literacy: Speaking and listening skills are prompted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work. Literacy is also promoted through the children recording their sequences, games and ideas as reminders; or as a working document for other groups of children to use.

Numeracy: Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shape and pattern. At Key Stage One number work is evident through practical games and warm up tasks.

Science & Personal, Social and Health Education; and Citizenship: Physical Education contributes to the children's personal and social skills throughout the subject, encouraging children to interact with all and abiding by game rules. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the children the opportunity to experience how their body works in different situations.

Assessment & Recording

The teaching adult will assess children's work in P.E. by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons and the relevant programme of study (as stated in the National Curriculum). They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher.

Equal Opportunities

All pupils shall have the same access to the subject, regardless of their gender, disability, race or cultural background. Pupils shall have opportunities to study physical activities from multi-cultural sources, for example through dance. All pupils should be provided with learning experiences that are aimed to enable them to experience success and pleasure, gain confidence and acquire competence.

Pupil Premium

At Whitstone C.P. School pupil premium funding is used to give pupils equal access to sporting opportunities. Further information can be found here:

<http://www.whitstone.cornwall.sch.uk/pupil-premium>

Sports funding

At Whitstone C.P. School we receive an annual sports premium. Further information on how this is used can be found by following the link below:

<http://www.whitstone.cornwall.sch.uk/sports-premium>

Special Educational Needs

The P.E. curriculum should fulfil the needs of all pupils. The planned curriculum should take into account pupils with IEPs that may address sensory, physical, cognitive, emotional and/or behavioural difficulties. Where appropriate arrangements for extra adult and/or specialist help may be sought. If a programme needs to be adapted then the class teacher will do so in consultation with the subject leader and SENCO, where appropriate. The emphasis is on inclusion for all children. Where pupils show specific talents in P.E. then specialist support may be necessary, that of which is beyond what the school may be able to provide. Lessons provide good quality experiences that are suitably challenging for all pupils. Pupils undertake different activities, but all pupils are given the same opportunity to achieve the aims through an appropriate range of activities. For pupils with limited gross motor skills, lessons are appropriately differentiated with individual needs taken into account.

Health and Safety

The general teaching requirement for health and safety applies in this subject.

We encourage the children to consider their own safety and the safety of others at all times. Safety aspects are discussed with pupils prior to and during each P.E. session when they are asked to identify risks to themselves and others e.g. appropriate noise/voice levels, use of space, distance, environment. Pupils are taught how to improve their own abilities to assess risks. It should be noted that, in the event of an emergency, phones are within a short distance of all P.E. lesson locations and First Aid Boxes are available from the Office and classrooms. All staff know what action to take, including calling for assistance in the event of an accident. Inhalers for pupils suffering from asthma are readily accessible.

Children must be dressed appropriately for P.E. lessons. Children must change for P.E. partly for hygiene reasons but also to ensure that the clothing is suitable. The Governing Body expects the teachers to set a good example by wearing appropriate clothing when teaching P.E. e.g. trainers, tracksuits, which in-part is also for their own safety. The school has a stock of Physical Education kit, which can be purchased from the school office. Children in both key stages should have an indoor P.E. uniform and outdoor kit with them every day, regardless of their regular P.E. day.

Children who forget their kit will be able to borrow spare kit from the school. This is kept in the school's office. When children need to borrow kit, their parents will be asked to wash and return it.

PE kit:

- Children need a T Shirt, or vest and shorts for indoor P.E.
- They wear no footwear in the hall for gymnastics and dance.
- They will need an additional sweatshirt and tracksuit bottoms for outside P.E. These are essential when the weather is chilly.
- Children must wear plimsolls or trainers for games outside.
- Children participating in out of hours clubs must change out of their whole school uniform and wear their Physical Education kits. All regular P.E. rules apply through the clubs.

Jewellery and Hair:

- Long hair must be tied back.
- During PE sessions earrings pose a hazard to both the wearer and other adults/ children present. Therefore pupils will be asked to remove or cover earrings during these lessons (only stud earrings should be covered- hooped earring must be removed).
- The school provides medical tape that children can use to cover their earrings. However, parents may wish to provide their own.
- Members of staff should not be involved in the removal or covering of earrings. If children are unable to take out or cover their own earrings, it is recommended that they do not wear earrings on PE days.
- It is recommended that children who take out earrings in school bring a pot to store them safely.
- All other jewellery and/ or watches must be removed.
- Appropriate clothes and footwear for P.E. must be worn by class teacher at all times. Members of staff are encouraged to follow safe guidelines in regard to their jewellery.

Equipment

- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult. Pupils are made aware of safe practice when undertaking any activity, (e.g. not jumping or running in front of others, etc).
- Regular checks are made on all equipment.

- The subject leader makes frequent visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear. Any items constituting a danger are taken out of use immediately and the subject leader informed of any faults.
- All large items of equipment are inspected annually by an independent safety expert.

Equipment & Resources

The majority of PE equipment is stored in the right hand elliot. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Pupils are encouraged to:

1. Look after resources
2. Use different resources to promote learning
3. Return all resources tidily and to the correct place (Staff to supervise)
4. Be told of any safety procedures relating to the carrying or handling of resources.

All other resources are located in the office cupboard, classrooms or with PE coordinator. We also recognise the limitations of the School's site and facilities, especially the small hall and limited gym equipment.

Behaviour

Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety. Adults at Whitstone C.P. School will follow the school's behaviour policy guidelines to ensure children are kept safe.

Staff Development

Opportunities for the development of all staff should be provided in order to enhance the quality of PE within the school. The needs of the staff will be identified through the monitoring and evaluation of the subject which is undertaken by the designated PE Coordinator and should be done in conjunction with the whole school development plan. The PE Coordinator should ensure that all teaching staff and ASL's are aware of the development opportunities available.

The PE Coordinator will ensure that any development opportunities undertaken by staff are disseminated.

Leadership & Management

The PE Coordinator is responsible to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice
- Managing the budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan
- Auditing, ordering and reviewing resources
- Accessing any funding available that may enhance the quality of PE within the school
- Ensuring that records and data are kept up to date so that the PESSYP survey can be completed accurately
- Attending courses to further own professional development and providing information and support for colleagues
- Monitoring classroom practice and planning to ensure high quality delivery and setting future targets
- Extending relationships and contacts beyond the school and in the local community
- Keeping up to date with and implementing any Local Authority and School Sport Partnership developments where appropriate

Review

To be reviewed: October 2019

Related Policies:

Behaviour Policy

Health & Safety Policy

Pupil Premium

<http://www.whitstone.cornwall.sch.uk/pupil-premium>

Sports Premium

<http://www.whitstone.cornwall.sch.uk/sports-premium>