



## **P E POLICY**

Review Date: October 2018

### **1. Policy Statement**

Monkshouse Primary School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

We aim to provide a broad and balanced PE curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate.

We believe that 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.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport.

We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is closely aligned with our policy on Personal, Social and Health Education (PSHE). We offer outdoor education opportunities for children throughout the school. Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school.

### **2. Aims**

#### **Physical development:**

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

**Social and emotional development:**

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play

**Cognitive development:**

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

**Spiritual, moral and cultural development:**

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success

**3. Staff Training and Development**

3.1 Training is made available to all staff, especially the Val Sabin courses. Information for these is displayed in the staff room for all teaching and Non-teaching staff to access. In addition, the PE coordinator hands out any relevant information from courses they have attended.

3.2 When areas for development are identified, either, individuals or whole school, then the coordinator will try to organise relevant training and give support within the identified area. This tends to be through the sports premium money.

3.3 As part of the PE action plan and 6 termly overview the coordinator will observe lessons and give support and feedback to staff.

3.4 Staff are expected to plan, teach and assess PE for their class

#### 4. Entitlement

4.1 The PE curriculum and schemes of work developed covers all areas of activity as statutory in the PE Curriculum. All 4 strands of the PE curriculum have been built into each unit of work.

##### Key Stage 1

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Reception	Gym Games	Dance Games	Gym Dance	Dance Games	Gym Athletics	Dance Athletics
Year 1	Gym Games	Dance Games	Gym Games	Dance Games	Gym Athletics	Dance Athletics
Year 1/2	Gym Games	Dance Games	Gym Games	Dance Games	Gym Athletics	Dance Athletics
Year 2	Gym Games	Gym Games	Dance Games	Dance Games	Gym Athletics	Dance Athletics

##### Key Stage 2

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Year 3	Gym Games	Dance Games	Dance Games	Gym Games	Athletics Swimming	Athletics Swimming
Year 3/4	Gym Games	Dance Games	Dance Swimming	Gym Swimming	Dance Athletics	Gym Athletics
Year 4	Gym Swimming	Dance Swimming	Dance Games	Gym Games	Dance Athletics	Gym Athletics
Year 5	Dance Games	Dance Games	Gym Games	Gym Games	Gym Athletics	Dance Athletics
Year 6	Dance Swimming	Gym Games	Dance Games	Gym Games	Dance Athletics	Gym Athletics

4.2 Pupils in KS1 and KS2 have 2 x 1 hour sessions of high quality PE each week, one timetabled for outdoors and one for indoors. Pupils in the Foundation Stage also have timetabled PE activities which supplement the opportunities they get to participate in outdoor activities on a daily basis e.g. using bikes, climbing equipment, balancing equipment and other play equipment.

In KS1 the curriculum focusses on movement skills and developing agility, balance and co-ordination. Curriculum content includes ball skills and team games, dance and gymnastics.

In KS2 pupils continue to apply and develop a range of skills and include them in invasion/striking games, gymnastics etc. We also enrich children's experiences through opportunities for outdoor and adventurous activities.

Swimming lessons are compulsory for children until they are able to achieve their 25 metre award.

- 4.3 The recent School Sports Premium money has been allocated in line with guidelines and the impact of this money is being tracked.

## **5. Out of Hours Learning**

### 5.1 Aims:-

- Children will be offered a variety of OSHL
- To develop specific sports and play in competitions, leagues and festivals
- To develop an interest in particular sports and foster links with clubs in the community
- To promote fitness and a healthy lifestyle
- To provide enjoyable activities
- To develop upon lessons taught within the curriculum
- To supplement the range of activities available during school time

5.2 A variety of activities will be offered throughout the year. We also participate in a range of inter-school fixtures, tournaments and festivals. At the beginning of terms we publish a list of clubs on offer.

5.3 Where possible coaches from the community are invited to school to deliver OSHL and help promote their sport. In addition, children are given information about the community clubs.

## **6. Adults Other Than Teachers**

6.1 Parents are on occasions asked to support their children participating in sports by providing transport.

6.2 When appropriate AOTT's are used in order to foster links with community clubs and utilise their expertise. Police clearance is always obtained and a teacher is always present.

## **7. Safe Practice**

7.1 The BAALPE document 'Safe Practice in PE' will be referred to accordingly and is followed by all staff.

7.2 Guidance on safe handling of apparatus is set out in the Val Sabin schemes of work and this has been reinforced in whole staff training.

- 7.3 The teacher in charge is responsible for obtaining equipment from the cupboard and putting it away in its correct place.
- 7.4 The teacher should check all equipment before the children use it.
- 7.5 All children will change into PE kit as stated in the school uniform. That is navy shorts and their house T Shirt.
- 7.6 No jewellery is to be worn in any PE lessons. Earrings, watches, rings and necklaces all need to be removed before children start any form of Physical Education. Ideally, all jewellery will be removed at home the morning of the child's PE session. If children do have their ears pierced and they cannot be removed then the parents need to complete a permission form for the children not to be involved in their curriculum PE time. (See Pat Smith in the office). Long hair should be tied back.
- 7.7 There are first aiders in school and first aid equipment is easily accessible for both indoor and outdoor lessons.
- 7.8 A high standard of behaviour is expected to ensure safety of the pupils themselves and others. Teachers will be aware of the noise level during PE lessons to ensure safety.
- 7.9 Medical reports are kept of children with conditions that may affect their participation.
- 7.10 Risk assessments will be carried out.
- 7.11 Teachers will make children aware of any risks or hazards i.e. wet leaves, obstacles or wet floor at the start of each lesson.
- 7.12 PE equipment is checked and maintained by an external contractor.
- 7.13 All sports coaches used by the school have DBS.

## **8. Cross Curricular**

- 8.1 The creative curriculum offers good opportunities for links between subject areas in relation to PE. e.g. literacy instructions, science body parts, pulse rate, maths, shape, directions. ICT can also be used to record and evaluate sessions.

## **9. Equal Opportunities and Inclusion**

- 9.1 All children are included in PE sessions regardless of their gender, background, culture, or physical ability.
- 9.2 Teaching is varied and appropriate for different abilities. All children have the opportunity to succeed by varying the task set, the resources used, allowing pupils

to work at their own pace, providing support where necessary and making working groups of relevant sizes.

9.3 For high achievers set higher expectations, complete awards, enter competitions within and between schools. Targeted activities for G and T will be accessed when and where appropriate.

9.4 Girls and boys have equal opportunities to all sports. Gender divisions are only put in place for training for specific events where gender is specified.

## **10. Equipment and Resources**

10.1 It is the responsibility of the PE co-coordinator to order, purchase and organise the PE equipment.

10.2 All adults working in school have a responsibility to report any defects in equipment and this equipment should be clearly marked or stored away to prevent any use.

10.3 There is a field suitable for summer activities and games. A football pitch and running lanes can be marked out when required. There is a trim trail for OAA activities.

10.4 Playground equipment is available at playtimes and lunchtimes.

10.5 There is access to teaching resources to all teachers, including the Val Sabin schemes of work.

10.6 Equipment is maintained and checked by an external contractor.

10.7 Teachers are expected to teach the children to use the equipment safely.

## **11. The Learning Environment**

11.1 The new indoor hall provides ample space for quality gym and dance to be taught, offering new and varied equipment.

11.2 The playground area is slightly uneven with loose chippings and an overhang of trees. Obstructions on the playground include fixed benches, gutters and corners of classrooms.

11.3 The field is a large area ideal for delivery of PE and physical activities.

## **12. Leadership and Management Roles**

12.1 It is the responsibility of the PE coordinator to ensure necessary funds are spent on equipment and resources that are needed to ensure effective delivery of the PE curriculum.

12.2 The coordinator is expected to have good knowledge and understanding of the subject and is responsible for ensuring that all areas of the curriculum are covered.

12.3 As previously outlined in the policy the co-coordinator is responsible for implementing training and identifying needs, checking and ordering resources, and ensuring planning is implemented.

### **13. Monitoring and Evaluating**

13.1 It is the responsibility of the coordinator to monitor the coverage and the learning. This is done through analysing schemes, observing lessons and communicating with staff and pupils.

13.2 The coordinator will use the information gathered to inform appropriate action plans and to set targets for the subject.

13.3 Through assessment procedures the school is aware of those children who are Talented in PE both within school and other out of school activities. As a school we support their extra-curricular activities and aware of the pressures that these activities may involve. We will support the children in whatever way we can when and where this arises.

### **14. Assessment and Recording**

14.1 Children's work in PE is discussed with parents during parent's evening appointments throughout the academic year. Yearly reports will mention the PE curriculum each term.

14.2 Teachers will annotate lessons plans to inform planning.

14.3 Teachers are expected to complete Scholar Pack assessments for PE in line with school policy.

14.4 Pupils are expected to assess their own performance and the work of others.

### **15. Continuity and Progression**

15.1 The use of the Val Sabin Schemes of work throughout the whole school ensures optimum continuity across Key Stage 1 and Key Stage 2.

Signed \_\_\_\_\_ Chair of Governors

Date:

Signed \_\_\_\_\_ Headteacher

Date: