



Subject : Physical Education

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1. Curriculum Aims

Physical Education is an important subject in the school's curriculum because, unlike other subjects, it strongly encourages children to exercise, team-build and to take on leadership and responsibility

Children, through P.E., should:

- develop a range of physical skills
- develop stamina and strength
- express ideas creatively
- develop an appreciation of fair play, honest competition and good sportsmanship
- develop their qualities of movement
- learn how to cooperate and work as a team, but also how to lead a team effectively
- develop coordination and dexterity, self-control and confidence
- develop self-confidence through the understanding of one's own capabilities and limitations

P.E. should encourage pupils to foster a team-working mentality, so it has the potential to:

- raise self-esteem and confidence by helping each child to gain a sense of achievement and to take a pride in that achievement;
- develop self-discipline and mutual respect for all members of the school and the wider community;
- develop skills that the children will need in order to be active citizens and take their place in a multi-cultural society.
- promote and encourage a caring, thoughtful attitude towards others.
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It is also our aim that the content of this policy document is reflected in classroom practice.

2. Curriculum content and planning

Long term planning details the coverage of the subject over the year. It ensures that all the aspects of the subject are covered and given the correct time allocation over the year. This plan also tries to take into account links with other subjects.

PE is to be taught for a minimum of 1 hour 45 minutes in KS1 and KS2 per week. Additional provisions for out of school hours learning (OSHL) will be provided each term.

Our scheme of work is based around the Val Sabin scheme for dance, gymnastics and games.

This content provides the basic framework for continuity and progression. Continuity refers to the repetition and consolidation of essential elements, For example:

- a) basic skills and body control required in the different areas of activity,

e.g., sending and receiving in games, body tension and extension in Gymnastics, rhythmical movement and expression in Dance;

b) linking movements together, e.g., series of actions into a sequence, collect, travel and pass a ball;

c) rules and procedures for safe activity, e.g., handling apparatus in gymnastics;

d) principles of health related exercise and an active lifestyle;

e) observation and evaluation of physical activity.

Pupils at Lodge Farm Primary School will be taught the Programme of Study for:

Early Years Foundation Stage

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.

Key stage 1 Pupils are taught to 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 should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils 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.

Key stage 2 Pupils should 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 should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be 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.

DfE Physical education programmes of study: key stages 1 and 2 National curriculum in England 2013 **Out of School Hours Learning (OSHL)** We invest much time in running OSHL PE clubs as we believe it vital to maximise pupils' opportunities to be involved in PE activities. They also enable pupils to develop particular skills and

further their interest in one or more sporting activities and through our team games clubs; we promote cooperation and a sense of good sportsmanship.

3. The role of the subject leader

The Head Teacher and the PE Subject leader will be responsible for improving outcomes for learners and monitoring PE teaching and learning across the school. This will be done through classroom observations, viewing pupils' work and work scrutiny.

It is the P.E. subject leader responsibility to regularly monitor the subject and help identify staff development needs. The subject leader offers assistance and guidance to help them meet their needs.

4. Assessment and recording

We use a range of formal and informal assessment procedures to inform our teaching. We assess pupil performance in every PE lesson so that we can correctly pitch subsequent lessons and then at the end of a unit we identify pupils who have exceeded, met or not met the key skills for that particular unit. In some instances it may be necessary for the class teacher or subject leader to take photographs or video record pupils participating in PE lessons; this is solely for assessment purposes and can be made checked by parents on school grounds.

Assessment in PE is ongoing and informs future teaching and learning. Children are assessed at the end of each academic year against age relates criteria.

5. Special needs and equal opportunities

All children at Lodge Farm Primary School are given the opportunity to develop skills to the very best of their ability. All children participate in the broad Physical Education Curriculum that we offer. For children who have physical disabilities, modifications may be made to ensure accessibility to this area of the curriculum. This modification is made in consultation with support staff and physiotherapist.

We are committed to ensuring equal opportunity in PE, as we are in all areas of the school. All pupils, regardless of race, gender, physical disabilities or creed have access to the PE curriculum of the school. We consider all aspects of the curriculum in terms of inclusive and differentiated practise.

6. SMSC and British Values

PE contributes to personal, social, moral and cultural education for example, by encouraging positive attitudes to physical activity and building self-esteem, through the development of physical confidence and competence, etiquette in games, traditional dance and working in pairs, groups and teams.

Spiritual Development in PE

During the range of activities that students participate in, whether core PE lessons or extra-curricular PE sessions children develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Pupils are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their experiences.

Moral Development in PE

PE in general teaches pupils about code of conduct, etiquette, applauding the opposition, fair play and sportsmanship. In every lesson pupils abide by the rules and regulations, gaining a good understanding of rules and allows them to understand the consequences of their actions which in turn helps children to apply this understanding to their own lives.

The concepts of self-discipline to excel are essential. Children at Lodge Farm are taught that you can achieve in PE to a high standard if you always try your best.

Social Development in PE

Students in PE use a range of social skills in different contexts, including working and socialising with others from all walks of life. The willingness to participate in a variety of social settings and cooperating well with others.

Cultural Development in PE

In PE, Lodge Farm encourages a willingness to participate in opportunities that will help to develop positive attitudes towards different religious and ethnic groups in the local communities. The curriculum focuses on different expressions in cultures through dance and world sports.

British Values

At Lodge Farm we teach and reinforce the concept of 'fair play in competition' throughout all P.E. lessons and through our participation in local and inter-house sports competitions. The children are encouraged to make choices in a safe environment. The principles and practices of following rules, celebrating and rewarding success, accepting defeat, participating in activities that promote cooperation with others, and inclusion for all form an integral part of the PE curriculum. Students take additional responsibility roles as Sports Leaders and House Sports Captains.

Lodge Farm also recognises and discusses current country and global sporting events i.e. Olympics and Paralympics.

PE can also contribute to the development of literacy skills through speaking and listening. PE requires pupils to absorb, understand and respond both physically and verbally to a variety of information using appropriate technical vocabulary.

PE contributes to other specific subject areas such as:

- a) Music – in providing pupils with the opportunity to respond to music and recognise musical elements;
- b) Science – in providing pupils the opportunity to understand the effects of exercise on the body;
- c) Mathematics – in providing pupils with the opportunity to measure performance, understand shape and relationships including symmetry and asymmetry;
- d) PSHE – in providing pupils with the opportunity to appreciate the need for personal hygiene and the benefits of a healthy life style.

7. Resources

A variety of large and small apparatus is available to support the teaching of PE.

- The PE subject leader will monitor, organise and replace PE equipment.
- All teachers take on the responsibility of keeping the equipment tidy and safe.
- Children should only be allowed to collect equipment or put it away after direct instruction from the teacher.
- Teachers will check the equipment and the working space prior to the start of any physical activity to ensure the teaching and learning environment is safe. This includes moving tables and chairs to ensure that there are no obstructions.
- Any damaged equipment or gymnastic apparatus is reported to the PE subject leader/head teacher and removed and/or labelled and not used.
- An inspection of the PE apparatus is completed annually by an external contractor.

Large Apparatus

All gymnastic apparatus is stored around the Hall for ease of access. Teachers must ensure that the apparatus is returned and stored safely and in the correct place.

Small/games Equipment

The small PE equipment, i.e., balls, bats, quoits, markers etc. The equipment is stored in a range of appropriate containers and allows easy access and safe handling. Specific rules and procedures for accessing the PE store and the equipment are outlined below and adhered to by all teachers.

- The PE subject leader will monitor, organise and replace PE equipment.
- All teachers take on the responsibility of keeping the equipment tidy and safe.
- Children should only be allowed to collect equipment or put it away after direct instruction from the teacher.
- No children can go into the PE cupboard without permission.
- Teachers will check the equipment and the working space prior to the start of any physical activity to ensure the teaching and learning environment is safe.
- KS2 equipment is not to be used at breaktimes or lunchtimes.
- Any damaged equipment or gymnastic apparatus is reported to the PE subject leader/head teacher and removed and/or labelled and not used.
- An inspection of the PE apparatus is completed annually by an external contractor.

New resources will be purchased through negotiation between class teachers and the PE subject leader. The subject leader will be responsible for prioritising needs and will work within the annual budget allowed for this subject area. Lodge Farm collects Active Kids Vouchers which will also be used to purchase PE equipment along with active equipment for playtimes and lunchtimes.

Any problems with resources should be reported directly to the PE coordinator.

8. Health and Safety

Health and safety procedures are in line with the school's health and safety policy, this will ensure a safe, secure environment at all times. All adults who work with children in any way connected with physical education will be made aware of health and safety implications and will have access to the health and safety policy. They will also have access to the school's physical education risk assessments (see appendix 2).

All adults will be made aware of the school's First Aid Policy. Teachers to carry out general risk assessment if required.

The school has a responsibility in keeping children safe when participating in PE activities both on the school site or in appropriate offsite areas. Teachers have an additional duty of care in PE, which involves ensuring that the organisational procedures, teaching and learning strategies adopted create a safe learning environment for all pupils. Pupils are made aware of all safety issues related to PE including the assessment and management of risks as outlined in the Health and Safety Section of the National Curriculum 1999.

To ensure safe practice children should be taught to:

- Understand the need for safety.
- Listen to instructions and respond quickly.
- Follow the rules for putting out and putting away apparatus. (see risk assessment and Val Sabin)
- Wear the appropriate clothing and footwear.
- Lift, carry, place and use equipment safely.
- Warm up and cool down to prepare for and recover from exercise.

Clothing (please see PE risk assessments)

- Kit worn should be appropriate for the activity.
- For dance and gym children should be in bare feet. They should not however walk through the school in barefeet.
- Jewellery should not be worn. If earrings are worn, they should wear medical tape.
- Long hair should be tied back.
- Staff should be appropriately dressed in full PE kit of which they may wear all day or change at lunchtime. Staff should be reminded that clothing should smart and tidy.

In line with school evacuation procedures, please note that children may need to evacuate a location in or around the school while partially dressed or without footwear. Staff should take this into consideration when moving to the assembled evacuation point, and while standing at the assembled evacuation point.

Safe Handling Procedures

Safe handling and use of all equipment will be taught and encouraged at all times. Specific procedures for lifting, carrying and placing gymnastics apparatus correctly are taught and reinforced throughout the school. For example, pupils must:

- a) bend knees, back straight to lift and lower;
- b) always travel in a forward/sideways direction – be able to see in the direction of travel;
- c) place apparatus carefully in position;
- d) hold apparatus securely – thumbs separate from fingers;
- e) carry apparatus at waist height, not lifting too high.

In addition, safety rules and procedures for working on apparatus are established and reinforced, for example:

- a) checking of the apparatus prior to use;
- b) starting and stopping signals;
- c) stopping and moving off the apparatus to listen to instructions;
- d) clear expectations of noise level permitted, a quiet working environment is essential so that problems can be identified immediately;
- e) rules about the number of pupils allowed on a single piece of apparatus at any one time.

Safe preparation

Safe preparation is an integral part of every lesson. Pupils always complete an appropriate warm up prior to physical activity. The warm up involves:

- a) mobility exercises to prepare joints;
- b) pulse raising activities to prepare the cardiovascular system;
- c) relevant stretches suited to activity to be undertaken.

The warm up is gradual and of a sufficient intensity to increase muscle/core temperature without causing fatigue or reducing energy stores.

9. Review procedures

This policy will be reviewed during Autumn term 2019.