



Repton Manor Primary School



Repton Manor
Primary School

Physical Education Policy- March 2015



Repton Manor Primary School Policy for Physical Education

Introduction

At Repton Manor Primary School we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. The selection of suitably differentiated and logically developed tasks, will help pupils, irrespective of their innate ability, enjoy success and be motivated to further develop their individual potential and take part in lifelong physical activity.

Providing a balanced range of individual, paired and group activities, in addition to, co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. These activities, experienced within a broad physical education curriculum, aim to promote a broad base of movement knowledge, skills and understanding. They also intend to develop the pupils' ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, numeracy, PSHE, science and ICT skills.

Curricular Aims:

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

Assessment in PE:

By the end of each key stage, pupils will be assessed against the following objectives in the appropriate Key Stage:

Key Stage 1

- 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.
- To participate in team games, developing simple tactics for attacking and defending.
- To perform dances using simple movement patterns.



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Key Stage 2

- To use running, jumping, throwing and catching in isolation and in combination.
- To 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.
- To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- To perform dances using a range of movement patterns.
- To take part in outdoor and adventurous activity challenges both individually and within a .
- To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

High quality PE and School Sport

What is high quality PE and school sport?

'High quality PE and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities in line with their abilities'.

The basic principles of high quality PE and sport

High quality PE and sport always:

- Enables all young people, whatever their circumstances or ability, to take part in and enjoy PE and sport
- Promotes young people's health, safety and well being
- Enables all young people to improve and achieve in line with their age and potential

The impact of high quality PE and school sport on young people and schools

When PE and school sport provision is of the highest quality, all young people will, to the best of their abilities, develop and demonstrate the following personal qualities:

- a strong desire to learn and make progress;
- high levels of dedication, attendance and involvement in PE and school sport; high levels of commitment to PE and school sport
- good levels of positive behaviour such as politeness, fair play and helpfulness; and
- high levels of enjoyment and enthusiasm and a strong desire to get involved

Developing these personal qualities affects young people's attitudes to school and learning. This has a positive impact on the whole school and can lead to whole school improvement.

We want our pupils to:

- show commitment to PE and school sport
- know and understand what they are trying to achieve
- understand that PE and sport are part of a healthy, active lifestyle
- have the confidence to get involved
- have the skills and control that they need
- willingly take part in a range of activities
- think about what they are doing and make appropriate decisions
- show a desire to improve and achieve
- have stamina, suppleness and strength
- enjoy PE and school sport



Entitlement

All children are entitled to a progressive and comprehensive Physical Education programme, which embraces the Statutory Orders of the National Curriculum NC and foundation stage guidance, which takes account of individual interests and needs.

Equal Opportunities

All children should be provided with equal opportunities to participate in a curriculum where there are no barriers to access based on race, sex, religion, culture or ability. PE lessons should aim to provide quality experiences, which challenge all children.



Safe Practice in Physical Education

Safety Practice in Physical Education should be paramount when planning PE activities. All teaching and non-teaching staff should be aware of the following document and know where it is located in the school.

This document can be found with the PE Co-ordinator's file in their classroom. Risk assessments should be included in lesson plans, and safety aspects should be considered with the children prior to the task. Children should develop their own abilities to assess risks.

- First aid equipment should be available, and all staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible.
- Regular checks should be made on all equipment. The Co-ordinator should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the Co-ordinator when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately.
- Children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Children should be made aware of safe practice when undertaking any PE activity, (e.g. not lifting hockey stick or cricket bats dangerously, not jumping or running in front of others, etc).
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery. It is recommended that children do not wear any jewellery for PE lessons.
- Good class control is fundamental to safety.
- Children must know the importance of responding readily to instructions (refer to school behaviour policy for procedures in event of unacceptable behaviour).

PE Kit

All children should have a clearly named PE kit at school every day. Our PE kit consists of:

- A white t-shirt and black shorts for indoor PE/ summer term with weather permitting
- A white t-shirt and black/navy tracksuit bottoms for outdoor PE
- Trainers or plimsolls – that fit properly, can be properly tied up and are different to shoes worn in school
- A PE bag – a proper bag clearly named, not a plastic carrier bag.
- PE bags and water bottles are sold inexpensively at school office.

PE kits should be taken home at the weekend and in the holidays for washing.

Bare feet for gymnastics and dance produces better quality work, but the teacher should assess the condition of the hall floor before asking children to work with bare feet.

No jewellery should be worn for PE (children wearing earrings that cannot be removed will be asked to cover them with white tape).

Long hair should be tied back with the child's own hairband or hair clip.

Children who persistently forget their own PE kit should be reminded of the importance of PE and, if necessary, the PE teacher should speak to parents asking for their co-operation.

In the summer, children are expected to wear hats and sun cream.

For Year 5 children, swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Children with long hair must wear swimming hats

Children should only miss PE lessons on health grounds, if this is requested by their parents, either by direct contact with the school or in a note to the teacher.

Non participants should be included in the lessons. They can take the role of an evaluator, coach score keeper etc.

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE and be a role model.

Planning

The PE curriculum should be planned to provide a balance of activities within the Programmes of Study. The school uses the PEplanning scheme of work (www.peplanning.co.uk), which is based on the 2014 curriculum.

The long term and medium term plans, all units of work and other useful resources are all stored on class teacher's computers, and are updated by the PE Co-ordinator whenever necessary. Teachers will need to identify their risk assessments, differentiated learning tasks and assessment opportunities in note form on their short-term plans. All lessons should include heart-rate raising warm-up activities, mobility exercises and stretches before the main task, and cooling down activities at the end. All lessons should also include aspects of the curricular aims.

For gymnastics lessons teachers should plan an appropriate apparatus layout to match the respective learning theme. Group apparatus cards are a useful visual teaching aid. Opportunities should be taken where appropriate to make links between aspects of PE and other subjects across the curriculum. P.E. can also be used creatively to help children develop thinking skills.

Swimming lessons take place at The Stour Centre, for all Year 5 pupils, for terms 5 and 6.

Sports coach

Some classes will have the benefit of working with a P.E. coach. In these circumstances, staff are expected to also change for the P.E. sessions and to take an active role in these. The sports coach may split the class and ask the teacher to take half mirroring his activity or undertaking an activity differentiated to the group.

Implementation and Challenge

The following should be considered when planning lessons to ensure progression:

- Making links between previous experiences and new skills
- Setting tasks which develop new knowledge and understanding
- Moving from familiar to unfamiliar contexts
- Planning to include elements of difficulty, variety and quality within each activity

As children become older and more mature, progression should involve:

- The application of existing skills and knowledge to more complex situations, e.g. working in larger groups, using different apparatus etc.
- Increasing confidence to work independently
- Developing children's ability to assess their own work and that of others, against criteria decided by themselves.

Quality PE lessons should include challenges for pupils, which involve developing:

- feeling of improvement
- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair

Differentiation

As all children have differing needs, abilities and interests, it is necessary to develop differentiated tasks so that all children are appropriately challenged to achieve successful outcomes. Children's self-confidence in their abilities within PE is crucial, and teachers must be sensitive to the range of demands, which may be made. Differentiated learning tasks must be identified on the short-term plans.

Time Allocation

At Repton Manor Primary School we aim to provide all of our pupils with at least 2 hours of high quality PE, sport and physical activity each week.

The main hall is timetabled for one session per class per week where possible and the playground is also timetabled for outdoor PE. The latter takes place throughout the year with pupils suitably dressed.

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements should be made. These include class based activities around the activity (e.g. evaluating and improving work based on watching video clips from previous weeks, class activities based on knowledge and understanding of fitness and health) or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

On no account is PE to be used as a sanction.

Out of School Hours Learning

Repton Manor Primary School has begun to offer a wider range of after school sports opportunities. These are open to any pupil in the relevant year group. Staff will notify pupils of any cancellation or rearrangements of clubs as soon as possible. A timetable of clubs at Repton Manor Primary School is also available from the school's office.

Many new clubs run by the sports coach or by members of staff have been set up this year. Where possible, staff members who express an interest in an area of P.E. will receive the relevant training to allow them to improve the P.E. provision within our school, and where possible staff will undertake new clubs in pairs as their time, effort and good will is appreciated by the school.

