

PERTON FIRST SCHOOL



Policy for Physical Education and Physical Activity



Version June 2020
PE Leader: Mrs C Hopkins

1. Physical Education Policy Statement

P.E. at Perton First School aims to encourage pupils to gain the necessary skills to develop physical competence. They should understand the importance of their own safety and that of others. Above all, P.E. aims to enrich pupil's self esteem and confidence, in order to gain satisfaction and a sense of achievement from physical activity. The diversity of experience offers creative, competitive, problem solving in a variety of contexts.

We aim to encourage all pupils to develop skills and confidence to reach their full potential as participants, performers and leaders such that they will develop a life-long interest in physical activity and sport.

Aims

1. To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
3. To improve observation skills and the ability to describe and make simple judgements to improve on their own and others work, and to use observations and judgements to improve performance.
4. To develop an understanding of the effects of exercise on the body and an appreciation of the value of safe exercise.
5. To develop the ability to work independently and communicate with and respond positively to others.
6. To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well being (applying safety principles).
7. To promote positive attitudes and a healthy life style.
8. Opportunities to compete in sport and other activities to build character and help embed values such as fairness and respect.

2. Entitlement

All pupils will have access to the requirements for National Curriculum physical education. At Perton First School all pupils are encouraged to participate in at least 2 hours of physical activity each week (timetable permitting). We believe that this provides the minimum entitlement for each pupil to achieve a broad and balanced curriculum. There should be minimum time taken for changing and there is an expectation that the majority of this time is for activity. Nursery is also allocated hall time for physical activity.

National Curriculum

The National Curriculum requires schools to provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

In the Foundation Stage we encourage the physical development of our children in Nursery and Reception as an integral part of their work. Children will be given the opportunity to develop a full range of physical skills through following the EYFS. The outdoor area is a major source of space for Physical Development and wheeled vehicles, along with large climbing apparatus, are integrated into the Early Years Activities to support the Early Learning Goals.

Dance, Gymnastics and Games are covered in the areas of learning - Physical and Creative Development. These activities take place both indoors and outdoors and prepare the children well for the acquisition and further development of skills through the NC programmes.

At Key Stage 1, Dance, Gymnastics and Games skills and team games are taught each year. P.E. sessions, take place in the hall or on the grassed or hard play area outside.

At Key Stage 2, Dance, Gymnastics, Games skills and competitive team sport, Outdoor Activities and Athletics takes place throughout the year.

The P.E. timetable is located on the Staff Room Notice Board and is reviewed annually. More detailed planning, showing progression through the years, can be found in the P.E. Scheme of Work.

Planning

PE activities are planned to build upon the pupil's prior learning, giving children of all abilities opportunities to develop their skills, knowledge and understanding in each activity area. Cross-curricular links are also included.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

The class teacher and subject leader discuss individuals and planning on an informal basis.

Teachers also work from and adapt units of work, which have been created by Staffordshire's Advanced Skills Teachers for PE.

Participation

All pupils are expected to participate in physical education lessons. Where pupils have an injury or illness that prevents full participation they should be allocated tasks, which are inclusive but safe for them to undertake (coaching, observation and analysis, timekeeping, scoring etc).

Monitoring and Assessment

Opportunities for checking progress should arise naturally in the course of the teaching unit. Teachers are not expected to keep detailed records of each child's progress in relation to the learning outcomes. Records should be selective and brief. Watching children work, talking to them about their work and listening to them describe their work will generate useful assessment information.

This information can be passed onto parents through the end of year report and at Parent's Evenings that take place three times a year.

3 Staffing

All teaching staff are expected to teach physical education to their class and follow the National Curriculum through the schools long and medium term planning units.

PE is taught by a member of the teaching staff or a competent Teaching Assistant.

Staff Responsibilities and Safeguarding

At all times and in all circumstances, teachers and other staff are responsible for safeguarding the welfare of all pupils. When planning physical education activities, teachers must ensure that safeguarding procedures are followed. (See safeguarding policy.)

The role of the subject leader

The responsibilities of the subject leader are defined as:

- To ensure that there is continuity and progression in P.E. throughout the school, through appropriate use of the Policy and Schemes of Work.
- To raise staff awareness and knowledge of the requirements of initiatives and schemes for P.E.
- Discuss with colleagues schemes of work and current initiatives giving necessary support and guidance.
- Ensure that there are adequate resources.
- All equipment is stored and used appropriately.
- Resources are in good condition and well organised.
- New equipment is ordered after consultation with staff.
- Training opportunities are arranged to enable staff to increase confidence, expertise and quality of delivery.
- Lead workshops related to P.E.
- Assist staff in assessment of P.E. activities.
- Keep up to date with current thinking and ideas related to P.E.
- Attend helpful INSET courses.
- Identify ways in which the slow learner may be supported and the high achieving child challenged.
- Liaise with outside agencies, governors and other First School and Middle School colleagues.

4 Equal Opportunities and Inclusion

Through PE we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs.

Some children with a physical disability may need support with changing and participating in activities from support staff. In Games, mixed ability and mixed gender grouping should apply, and the achievements of all should be recognised. The range of ability experience in the class should be recognised and planned for accordingly.

To meet the specific needs of individuals and groups of children we should consider:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Resources at Perton First School provide all pupils with opportunities to develop the range of skills identified in the planning documents. To ensure pupils benefit in terms of developing their skills, self esteem, self motivation and self confidence, lessons are planned by staff who are knowledgeable about the needs of all children in their class including those with specific disabilities and health problems.

Teachers should be informed at the beginning of the year of any specific medical conditions which could influence a pupil's performance (including asthma) and appropriate procedures to be taken to prevent, control or deal with these conditions – seeking medical advice if necessary.

They should also make changes to equipment used so that the pupils feel more secure for example; using sponge/koosh balls for throwing and catching; varying the size and height of goals and baskets so that every child can score; using smaller, lighter balls.

We are a 'Dyslexia Friendly School' and through appropriate training and resources we expect to be able to meet the needs of most dyslexic pupils through differentiation and appropriate intervention strategies.

All pupils should benefit from physical education and every effort is made to ensure that activities are equally interesting and challenging for both boys and girls.

Children including Gifted and Talented are given extension activities as appropriate to develop deeper knowledge and understanding and acquire skills to produce unlimited outcomes.

Teachers' planning and practice should follow school policy and guidelines for:

- Equal Opportunities and Race Equality
- Special Educational Needs and Inclusion
- Able Pupils
- Dyslexia Friendly

Gifted and Talented

While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity, we are incorporating planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school and gifted and talented children's needs are met.

5. Out of School Hours Learning (OSHL)

Perton First School provides children with a broad provision of out of hours activities after school. They may be delivered by teachers or coaches who have the necessary qualifications. Registers are taken for all out of hours activity sessions.

Current out of school activities provided during the year:

Key Stage 1

Before school, Gymnastics and Fitness Frenzy.

After school, Street Dancing, Football, Tennis, Netball clubs

Key Stage 2

Before school, Gymnastics and Fitness Frenzy.

After school, Street Dancing, Tag Rugby, Tennis, Cricket and Football training

Free School Meal children are able to participate in one after school club a term, free of charge.

OSHL is reviewed every year, to ensure it meets the needs of the children.

During the Lunch time, (twice a week) the children have an opportunity to participate in different PE games activities, provided by a qualified Sports Coach.

Pupils at Perton First School are actively encouraged to walk to school. There is a bicycle shelter to encourage pupils or staff to cycle to school. Nursery and Reception children are encouraged to participate in physical activity with the provision of outdoor play equipment, including a climbing frame. This is supervised by the staff on duty. Pupils are encouraged to take on leadership roles wherever possible.

Games Shop: All pupils at Perton First School are given the opportunity to participate in the 'Games club'. Each year band uses the games equipment for one lunchtime, approximately half an hour, each week. This activity is supervised by the lunchtime supervisors.

Fundraising Events: At Perton First School we actively encourage pupils to take part in fund raising events, such as, Skip-a-thon, Race for Life and national initiatives, such as, 'Walk to School Week', and local initiatives, such as, Multi-skills and Dance Festivals.

On goings:

Sport's Day- All pupils at Perton First School participate in their own 'Sport's Day' and parents are invited to watch. There is one for Nursery/Reception, one for KS1 and another one for KS2.

Community based activities:

- Codsall High School - Dance Festival
- Perton Middle School - Cross Country, Athletics and Rounders.
- The seven first schools meet yearly to plan a series of competitive events for Y3/4 children, football, tag rugby, cross country and basketball. A multi-skills event is planned for Year 2 in the Summer Term.
- Our school takes part in South Staffordshire tournaments every year - Cross Country, Tag Rugby, Tennis and, Cricket

Qualifications & CRB

All volunteers and paid coaches employed/deployed by the school must have appropriate qualifications, experience and proof of an enhanced disclosure by the Criminal Records Bureau.

6 Safe Practice

The general teaching requirement for health and safety applies to this subject. We encourage pupils to consider their own safety and the safety of others at all times. All staff have access to a copy of the BAALPE publication, which states safety guidelines 'Safe Practice in physical education' and can be found in the Staff Room.

All accidents, no matter how slight should be reported in the school's accident book and Health and Safety main folder, which are kept in the staff room.

All adults working at the school have a responsibility to report any defects in equipment which require attention. The safe use of equipment will be encouraged at all times and pupils will be trained to move and store equipment in a safe manner.

We expect pupils to change for physical education into the agreed clothing for each activity.

Risk Assessment

It is the responsibility of all adults leading activities to ensure that they are satisfied that risk assessment procedures have been undertaken and that appropriate measures have been put in place where necessary. Please note that gymnastics equipment must be checked by teachers before any pupil is allowed to use it.

Before the lesson takes place: Teachers should ensure the area used for activity, is clean and dry. Staff must report any defects in equipment that requires attention.

In Gymnastics

Care and consideration and relevant training should be given to children when participating in activities such as Gymnastics. Staff should be aware of the apparatus they are to use and check it is secure before the lesson begins. Children should be taught to get out and put away equipment, using the correct procedures:

- Lifting with bent knees and straight back
- Carrying apparatus with partners or in a small group
- Lifting equipment, not dragging
- Not lifting apparatus above head height
- Thumbs should be on top of apparatus with fingers below
- Lift apparatus together, on a command, eg "123 LIFT" and watch where going when moving apparatus.

Games

For Games, check the area for hazardous litter, such as glass. All children should be briefed on the safe use of the equipment, such as bats and balls. Reinforce the importance of responding to commands and signals **immediately**.

It is important to ensure that the equipment to be used is sized appropriately to the age and ability of the children and that it is easily accessible for a lesson.

Clothing

The school advises parents on what we believe (and the LEA advise) to be appropriate clothing for physical education.

All pupils must change into shorts and T-shirts for PE lessons. For outdoor activities and in cold weather pupils are encouraged to have a tracksuit and a warm top.

Forgotten P.E. Kit: It is not appropriate to expect children to participate in P.E. sessions wearing only their underwear. An alternative kit will be provided, if possible, by the school which is kept in a central place. It should be stressed that these kits are for 'emergencies' and not to regularly replace the same pupil's P.E. kit.

Footwear

Pupils must wear footwear which is appropriate to the activity when outdoors. This will usually be pumps or trainers. For Dance and Gymnastics which takes place indoors, children are expected to work in bare feet as this allows them to obtain more grip and feeling for their actions. Pupils who have a verruca should also work in bare feet as they can only be passed onto other people through damp environments.

Jewellery

No jewellery is worn for physical activity. Any piercing should be carried out at the beginning of the summer holidays so that jewellery may be removed. Taping of jewellery is not permitted. Tape can often fall off and does not reduce the risk of compression injury. Those unable to remove ear rings will not be able to participate actively but could observe, coach, score, time keep.

Hair

Where pupils have long hair this should be tied back so that it does not get caught or restrict vision. Headbands and any protruding bobbles must be removed for all P.E.

Resources

There are a range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE cupboard in the hall. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely. We have 2 sheds outside containing outdoor equipment and a further shed with specific equipment designated for lunchtimes and managed by Lunchtime supervisors. The children use the school field for games and athletics activities.

7 Cross-curricular links

English: Physical education contributes to the teaching of English by encouraging pupils to describe what they have done and to discuss how they might improve their performance. Pupils use appropriate and specific terminology related to the activity area undertaken.

Numeracy: Physical education contributes to the teaching of numeracy by enabling pupils to estimate distance within athletics and score within games activities. In outdoor and adventurous orienteering activities pupils are required to undertake measurements and identify distance. Positional Language can also be used in P.E. developing Numeracy and *Geographical* skills.

ICT: We use ICT to support physical education teaching when appropriate. In dance and gymnastics pupils make video recordings and use digital cameras to record their performance, and use them to develop their movements and actions.

Music: Music can be closely linked to Dance and to *History* topics

PSHE: Physical education contributes to the teaching of personal, social and health education and citizenship. Pupils learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. The teaching of physical education offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Groupings allow pupils to work together to discuss their ideas and performance. Pupils learn to respect and work with each other, and develop a better understanding of themselves and others.

Teachers take advantage of cross curricular links across all subjects where possible.