

Seascope Primary School

PE Policy

This policy document outlines school views in relation to how physical education is both taught and learnt. It provides a basic framework through which all staff can approach physical education and gives guidance in areas such as curriculum content, planning and assessment.

Rationale

PE develops pupils' physical competence, confidence and skills and helps promote positive attitudes towards active and healthy lifestyles across the range of areas of activity. At Seascope Primary School we believe that children should be given the opportunity to face challenges and solve problems, developing practical knowledge, physical skills and positive attitudes including safety and fair play. Although physical education should be a continuous process of acquiring and developing skills, selecting and applying skills and evaluating and improving performance should also encourage the development of personal qualities like perseverance, self confidence and self reliance leading to the knowledge and understanding of the ways of maintaining fitness and physical health, which will hopefully continue throughout the child's future life.

It applies to all children in school regardless of age, gender, race and faith and is inclusive to children of all abilities.

Differentiation

Provision in PE at Seascope Primary School caters for the needs of all children. Every child has the opportunity to achieve as high a standard as possible. Differentiation is suggested to take the form of the following:

- Modify activities where necessary: change space, equipment, rules and time
- Set up parallel activities e.g ability matched games, standing or seated activities
- Use adapted games from Youth Sport Trust Sportsability package and adult support for children with higher support needs.

Aims

Seascope Primary School aims to:

- Provide a curriculum that satisfies the needs of the New National Curriculum and enables all pupils to fulfill their potential
- Provide at least 1 hour of high quality curriculum PE each week and in addition to this, children take part in active play in the school grounds as part of the OPAL project. School has also pledged to 'Active 30', where children are encouraged to exercise for up to 30 active minutes outside of timetabled P.E.

- 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 (acquiring and developing)
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying)
- To improve observation skills and the ability to describe and make judgements on their own and others' work and to use these judgements to improve performance (improving and evaluating)
- To develop an understanding of the effects of exercise on the body and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health)
- To develop the ability to work independently and communicate with and respond positively to others (working alone and with others)
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety (applying safety principles)
- Develop a whole school approach to promoting physical activity
- Develop pupils self confidence and self esteem
- Promote enjoyment through physical activity
- Develop an appreciation of fair play and respect for others
- Provide and encourage the children to participate in extra curricular school activities and other sporting links with the local community.
- Create the stimulation and interest to encourage lifelong participation in sport
- Develop knowledge of different cultures and recognise how sport can transcend cultural boundaries.
- Provide cross curricular links

Foundation Stage

At this stage young children develop and grow rapidly. They need to develop confidence and control of the way they move and the way they handle tools and equipment.

Activities are planned to offer appropriate physical challenge and there is time everyday for children to use a range of equipment, both indoors and out.

Physical development is a prime area in the EYFS 2012 and children should:

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.

Children will take part in a planned PE lesson, focusing on Fundamental Movement Skills, in preparation for Year 1.

Key Stages 1 and 2

During key stage 1, children will have opportunities to develop their skills across a range of disciplines: team games, competitive activities, cooperative activities and dance.

In addition key stage 2 children will do: competitive striking and fielding, invasion games, net and wall games, dance, outdoor and adventure and swimming. At Seascapes Primary we also teach athletics and gymnastics to support flexibility, strength, balance and control as fundamental movement skills.

Lesson Structure

The long term planning structure is based around the core task format to encourage accurate assessment from the teacher and increased opportunities for evaluating and improving skills from the children. All lessons should follow the same basic 3 part structure: warm up, lesson focus development activities and cool down.

Warm up: Each lesson should contain an appropriate warm up. This will help reduce risk of injury and establish good exercise behaviour for future years. A warm up contains:

Loosening up exercises – e.g. side twists, shoulder lifts, arm circles

Pulse raising activities e.g. jogging, side steps, jumping

Stretching exercises

Warm ups are specific to the activity and linked to the content of the lesson

Lesson focus: This comes from the core task which is carried out in the first lesson, the teacher then makes judgements on where the children need to develop their skills and areas to improve. Throughout this session they make notes on the assessment grid detailing children above and below expectations. From this the TOPs cards should be used, adapted and followed to develop the skills identified. At the end of a unit of work the core task and assessment grid are completed again.

Cool down: During cool down recap on the main points covered in the lesson.

Components can include:

Pulse lowering exercises – gentle movements with reliance on muscle relaxation and calm breathing

Stretching exercises

Calming down exercises

Opportunity to review and evaluate the main points covered in the lesson.

All lessons should reference knowledge, skills and understanding. All lessons should include some element of competition and challenge. Children should be active for sustained periods.

Assessment

New national curriculum sets out Physical education programmes of study.

Physical education – key stages 1 and 2

Key stage 1 Pupils should 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.

Physical education – key stages 1 and 2

Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to: ☐ swim competently, confidently and proficiently over a distance of at least 25 metres ☐ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ☐ perform safe self-rescue in different water-based situations.

The core task system of delivering PE should empower staff to assess PE formatively using age appropriate non negotiables for year 1 and 2, year 3 and 4 and year 5 and 6.

Safety considerations in PE

This physical education policy is in line with school and LA guidance. The PE coordinator should work alongside any staff responsible for health and safety within school and with the governing body.

Risk assessment

The importance of safety in the physical education environment is stressed immediately as pupils enter the school in Nursery and Reception. Pupils are continually reminded of the need to look after themselves and others when they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practise, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

Teachers and pupils help to identify possible hazards in lessons, they discuss with pupils how much of a risk the hazard is and what can be done to reduce the risk so no one gets harmed. All teachers are encouraged to carry out informal risk assessments prior to every indoor and outdoor lesson. This involves a quick overview of the teaching environment and equipment, which is then matched with the planned lesson content to assess whether it is safe to proceed or an alternative approach should be taken.

In summary the school considers the following process:

1. Identify the hazards
2. Consider the risk of someone being harmed by the hazard
3. Is the risk significant – likely to cause serious injury?
4. Minimise the risk – take precautions to avoid injury
5. Log the hazard and share information with colleagues

Dress during PE lessons

- No jewellery should be worn on the grounds of safety, to protect the child, the other children and the teacher from personal injury.
- Children with pierced ears should not wear ear rings on PE days and if they do, remove them themselves without adult assistance.
- Children with newly pierced ear rings are not permitted to participate in the physical aspect of PE. Plasters are not a suitable cover.
- Long hair should be securely fastened back for physical activity.
- Consideration should be given to whether pupils who wear glasses keep them on during physical activity. This will depend on the individual needs of the child and the type of activity.
- Indoor work, especially dance and gymnastics may be undertaken barefoot provided the floor has a suitable surface, is clean and well maintained and all of the children are barefoot there is no mixture of footwear.
- For outdoor lessons appropriate footwear should be worn – gym shoes or trainers. In Seascape Primary School from time to time, due to extenuating circumstances teachers may allow children to take part in 'normal' school shoes. In doing so teachers must ensure that no unsafe footwear should be worn e.g. high heels, heavy boots
- During colder weather in outdoor sessions children should be allowed to wear extra clothing to keep warm – sweatshirt, tracksuit jumper etc.
- Changing for PE is an important life skill and personal hygiene should be actively encouraged.

- Staff should be fully changed for PE sessions and should change back at the earliest possible opportunity. Where possible jewellery should be removed or covered.

Subject Leadership

The PE coordinator will work to:

- Develop good classroom practice, providing stimulus and inspiration
- Audit, organise, order and review resources
- Attend course to further own professional development and provide information and support for colleagues for in service training
- Monitor classroom practice and plan to ensure quality of delivery and set future targets
- Extend relationships and contacts beyond the school and in the local community.

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