



Grange View C.E First School

Physical Education Policy

April 2020

Our Christian Vision is that- Everyone sparkles.

Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.

So don't hide your light! Let it shine brightly before others.

Matthew 5:16 The Passion Translation of the bible

Our Ethos

The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom.

Our Aims

- To provide a stimulating and secure environment, inclusive of all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

The importance of physical education to the curriculum

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (National Curriculum, 2013)

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and preferences, and how to make choices about getting involved in lifelong physical activity.

National Curriculum Expectations

By the end of 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. They should be able to engage in competitive physical activities, in a range of increasingly challenging situations.

By the end of Key Stage 2, pupils should continue to apply and develop a 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.

Schools are also required to provide lessons in swimming and water safety, either in key stage 1 or key stage 2.

The aims of physical education and how these contribute to the school's aims

The school aims to:

- Teach pupils to be more skilful in the ways they control their movements and develop co-ordination;
- Develop habits leading to a healthy and active lifestyle and promote physical well-being;
- Help pupils understand how the body responds to activity;
- Develop pupils' confidence in applying and adapting a range of skills in a variety of settings;
- Foster an appreciation of the artistic and aesthetic aspects of physical activity;
- Contribute to pupils' social and emotional development, by developing their self-confidence and self-esteem;
- Develop personal qualities such as commitment, fairness, tolerance, and a concern for others;
- Develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations; to cope with losing, and to retain a proper sense of perspective in competition.
- To share learning intentions with pupils in a lesson.

Strategy for implementation

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

Children should have access to all compulsory components of the National Curriculum programmes of study (Dance, Games, Gymnastics), using indoor and outdoor environment where appropriate, so that a realistic attempt is made to achieve the end of Key Stage statements.

At points during the key stage 2, children will be taught Athletic Activities. Residential visits are made in KS2 to cover part of the Outdoor Education target.

In addition, the school has opted to focus on Swimming. KS2 are entitled to take part in swimming this academic year.

Throughout the key stage children will be taught how to sustain energetic activity over appropriate periods of time in a range of physical activities.

Teaching and Learning

Good lessons should contain the following elements:

- **Purpose:** lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson;
- **Progression:** pupils' capabilities should be developed, with increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills;
- **Pace:** high levels of activity, avoiding dead spots, with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised;
- **Coherence:** all teachers should reinforce previous understanding and establish links between curriculum experiences.
- **Challenge:** high expectations are set for individual and group achievement. Pupils are extended both physically and intellectually through interesting tasks;
- **Differentiation:** is achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups;
- **Pupils' responsibility:** in lessons pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation, and, at times, their own learning, as they practice and repeat movements in order to improve efficiency and the quality of their performances.

Inclusion

No pupils are excluded from any physical education programme.

Lessons provide good quality experiences that are suitably challenging for all pupils. Pupils undertake different activities, but all pupils are given the same opportunity to achieve the aims through an appropriate range of activities. For pupils with limited gross motor skills, the integrity of activities is maintained and expectations consider the individual needs of pupils.

Equal Opportunities

In order to ensure equality of opportunity, all activities will be planned:

- Ensuring that boys and girls are able to participate in the same curriculum
- Taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes
- Avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment
- Taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences
- Enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

Organisation

The PE curriculum should be planned to provide a balance of activities within the Programmes of Study. The long-term plan is focused around the Val Sabin Scheme of Work but extra support will be needed, to provide sufficient activity ideas. The Tops programme is also a good source of materials.

Lessons should include warming-up exercises and stretches before the main tasks, and cooling down activities when appropriate.

Opportunities are taken, where appropriate, to make links between PE and other subjects.

The Governors have agreed that swimming lessons at Morpeth Pool should take place once a week from September to July for KS2 and depending on class numbers for KS1. Because of time restrictions and availability of the pool, each class will receive 30-minute sessions of swimming from 1.00pm to 2.00pm each week. Throughout this time however, transport will have to be accounted for under the PE sports funding. Swimming for KS1 will be reviewed.

Full use should be made of the field when conditions allow. This is vital in fulfilling the time recommendations although appropriate use of other facilities should be used when the conditions are non-conducive to PE.

Time Allocation

There should be at least 2 hours a week of high-quality PE for both Key Stage 1 and 2. This is a guide which may vary during the year depending on what activities are being taught but should equate to the equivalent of 2 hours of high-quality PE lessons when averaged out across the school year.

The Hall is time-tabled for two sessions per year group each week.

Learning Resources

There is a variety of games equipment to enable pupils to work with balls, bats and rackets, which are best suited for their age and stage of development. Most equipment is kept in the PE cupboard. Larger equipment is stored in the Hall itself.

Pupils should be trained to select, collect and replace all equipment tidily, but it is the responsibility of the staff to ensure that this is done properly.

Responsibility for inspecting equipment is outlined below.

Safe Practice

Safety should be paramount when planning PE activities. All teachers should refer to the following guidelines when planning their PE curriculum:

- Safe Practise in Physical Education and Sport (2016)
- Northumberland Education External Visits - Code of Practice (2012)
- Coquet and Ashington School Sport Partnership Programme, Sports Event Policy (2015)
- School Sport Partnership Programme: Risk Assessment (2015)

Risk assessments should be considered 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. All staff have basic first aid training. Inhalers for children suffering from asthma must be readily available.

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.

All large items of PE equipment are inspected annually by independent safety expert.

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.

Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercing. Long hair must be tied

back with soft hair bands. It is expected that all children will adhere to advice given with regard to this.

Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.

Leadership and Management

The role of the PE Coordinator/Subject Leader

- Maintaining and updating knowledge and understanding of the subject
- Coordinating Planning and setting high expectations
- Teaching and managing pupil learning
- Ensuring consistency in assessment, recording and reporting
- Monitoring pupil achievement
- Establishing and developing relationships with parents, local clubs and the wider community.
- Maintaining and managing own role (performance and continuing Professional Development)
- Managing and developing school staff and other adults contributing to the PE programme.
- Managing and monitoring resources and equipment
- Providing support and clear leadership

Staff development and training opportunities

To develop staff confidence and competence in teaching physical education:

- The subject leader will attend School Sport Partnerships Programme;
- Whole-school training needs are identified as a result of the monitoring and evaluation programme;
- Other training needs are identified through induction programmes and performance management;
- The subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;

- Where necessary, the subject leader arranges school-based training.

How the subject is monitored and evaluated

The subject leader monitors standards achieved throughout the year by using allocated time to observe lessons and extra-curricular activities. Where particular needs are identified, modifications of the curriculum and time allocation for particular aspects of physical education will be reevaluated and changes made when necessary.