

# **OTTERHAM COMMUNITY PRIMARY SCHOOL.**

## **PHYSICAL EDUCATION POLICY.**

**“PASSIONATE INVOLVEMENT IN OUR SUCCESS”.**

***High-quality, sustainable and progressive P.E. inspires all pupils to succeed and excel in sport and physical activity.***

Physical Education at Otterham Community Primary school will follow the Department for Education’s National Curriculum and will be monitored by the P.E. Co-ordinator, Head teacher and an appointed Governor. Through our lessons and curriculum, we will seek to provide all children with the opportunity to be: Creative, Thoughtful, Sociable and Healthy.

Young children often participate in vigorous movement for its intrinsic pleasure and, in doing so, they will have learnt a range of movements, together with some level of control over their bodies before starting school. We aim to extend this ability and also make a significant contribution to a child’s emotional, intellectual and personal development, particularly their self-esteem and personal discipline. We will give children the opportunity to become physically confident in order to support their health, fitness and personal sporting interests. We will also embed values of respect and fairness through team experiences and recognition of individual success and progress. Children learn best when enjoying their activities and having fun; so, this is an important aspect of the development of P.E. Lessons.

Wherever possible, opportunities will be taken to teach pupils the importance of looking after their own body through Health-Related Fitness and the “Healthy Schools Initiative”. The most significant contribution Physical Education can make to Health Education is in establishing habits of participation in enjoyable physical activity. We will develop an understanding of the long and short term benefits of exercise on the different body systems. Pupils should understand the consequences of lack of exercise and the effect of improper use of the body.

P.E. provides a great many opportunities for cross-curricular activity. These are found through: problem solving activities, the use of science, maths and literacy, understanding of the environment, leadership and collaborative practices. Some forms of physical expression both augment and may replace other forms of communication and pupils who find difficulty in oral or written communication, or whose mother tongue is not English, can often experience success and joy in expressing themselves in movement. Language skills can also be reinforced and utilised in description and analysing their own and other’s performances. The development of these skills is an integral part of the P.E. curriculum.

In order to be successful in our aims we will seek to use all available and appropriate facilities and develop links with the secondary schools our children will attend as well as local sporting providers. We accept that to provide greater opportunities that we must use outside providers and coaches linking our children to local clubs and centres of excellence.

### **Equal Opportunities.**

All pupils will be given access to the full P.E. curriculum with regard to gender, race, cultural or financial background. Although some activities have traditionally been preferred by one sex, we do not wish to assume such stereotypes; thereby depriving pupils of the opportunity to enjoy a variety of activities.

Pupil Premium will be used to help fund opportunities for those pupils in receipt of this. We aim to make these trips as affordable as possible and in cases where parents are genuinely struggling to afford the trip, we have the discretion to assist parents appropriately.

### **What are our aims in teaching P.E.?**

We aim to:-

- develop physical co-ordination, ability and competence to excel in a broad range of physical activity
- empower children to use their ability through a range of different opportunities
- provide physical activity for sustained periods of time
- give children the opportunity to engage in competitive activities
- help children develop socially through competition and collaborative practices and group work
- promote positive attitudes towards health and active lifestyles in relation to fitness and well-being
- develop assessment skills of own and other peoples performances

### **How do pupils learn P.E.?**

Physical Education is a very practical subject where pupils learn through first hand experience. In view of this, pupils should be physically active for a substantial majority of their P.E. lessons.

It is the ethos of the school that pupils are encouraged for their achievements and that feedback is positive. Constructive comments are made to support pupils who are struggling to achieve. It is through this environment that pupils will have the confidence to attempt their skills and participate in challenging activities.

Teachers at both Key Stages will need to plan tasks using a variety of teaching styles in order to provide a broad and differentiated P.E. Curriculum.

It is important that there is a balance between:-

- grouped, pair and individual working.
- competitive and non-competitive activities.
- the development of skills, strategic and tactical understanding.

### **Progression.**

Physical Education involves the development of co-ordination, knowledge, skills and understanding through an inter-related process covering planning, performing and evaluating. Two other elements are important when considering progression. These are independence and interaction, which relate to pupils' personal, emotional and social development.

### **Planning for Differentiation.**

Planning for differentiation should incorporate:-

- pupil groupings, e.g. ability or mixed ability groups, paired or individual appropriate activities.
- resources e.g. different equipment for different levels of ability.
- pupil activity, e.g. different group tasks, different pupil roles and responsibilities, different allocations of time and variations of pace within the lesson to meet the needs of different levels of ability.
- other opportunities, e.g. extra-curricular activities, club links and interest groups for the development of excellence.

Differentiation by outcome is achieved by setting task which are suitable and appropriate for all the pupils' starting level and which allow the more able pupils to be challenged.

Pupils of low ability will need reassurance to help improve their confidence. Tasks should also be adapted as necessary. Whilst the teacher may tactfully group pupils by ability, on no account should pupils ever be asked to pick teams. This can be a humiliating experience for the pupils who are picked near the end and reinforces their feelings of failure and inadequacy.

### **Assessment.**

The use of National Curriculum Attainment Targets may be used to provide progressive assessment of children with continual reference to the current National Curriculum.

Direct observation is the most obvious way of collecting evidence in Physical Education.

Assessment of children's attainment is a continuous process and the following criteria may be used in assessing children's work in physical education:

- accuracy
- efficiency
- adaptability
- ability to do more than one thing at a time
- teamwork
- agility
- stamina to sustain participation
- imaginative performance

### **Special Educational Needs.**

Provision will be made for pupils with special educational needs where it affects their performance in P.E. We will use the support of Teaching Assistants to help with the management of SEN in P.E. We will do all possible to avoid highlighting the disabilities of any particular child.

### **Gifted and talented Provision.**

Teachers will plan for gifted and talented Children with regard for their individual special needs and differentiated work.

We will endeavour to give greater challenges to G&T children both in lessons and through extra-curricular activities and the involvement of local sporting clubs.

### **Dress.**

For pupils, the dress code is as follows:-

PE Light blue polo shirt

Navy shorts

Plimsolls/trainers - toe laces will be tied before commencing activity.

Tracksuits when appropriate for outdoor activities.

Under no circumstances should children wear track suit trousers, tights, or socked feet on apparatus as this may be dangerous.

If pupils have to covered their legs for religious reasons they cannot not take part in activities that could endanger them. They will be given alternative challenging tasks which would not put them at risk.

Long hair must be tied back at all times.

Pupils should not wear any jewellery in school because it is potentially dangerous in large groups of children, particularly in P.E. lessons. All watches must be removed prior to a lesson.

Pupils will be expected to change for P.E. quickly and quietly. In order to save time, this changing will generally take place in the classrooms. It is highly desirable that children are taught to tie shoe laces at home to reduce time spent doing this in lessons.

Teachers should change for P.E. into suitable footwear and suitable clothing. This will model that appropriate clothing is needed for these activities. It is important that teachers' footwear enables them to move quickly without risk of slipping.

### **Health and Safety.**

All teachers are responsible for safety in their own lessons and should, therefore, be familiar with the procedures and safe practice applicable to the particular activities. Pupils should always be aware of what is expected of them; the reason for that expectation and what will happen if they do not follow instructions.

In the event of an accident during a P.E. lesson, the teacher should ask all pupils to stop what they are doing so that full attention can be given to the injured child.

Send a responsible child to the office to obtain assistance from a designated first aider.

Some asthmatic pupils may need to keep their inhaler to hand during a P.E. lesson and, if this is the case, they should be taught to take responsibility for this.

If any damage occurs to apparatus this should be reported to the P.E. co-ordinator. The P.E. co-ordinator is responsible for carrying out a weekly check of the apparatus. It is the responsibility of the Head teacher to ensure that large apparatus in is checked at least once per year by a specialist.

All activities carried out in school and for school will be subject to a rigorous risk assessment which is reviewed regularly and amended when necessary.

# **PROGRAMME OF STUDY: THE NATIONAL CURRICULUM FOR PRIMARY P.E.**

**By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.**

## **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.

## **Swimming and water safety – Up to 25m confident swimming.**

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.

### **Extra-Curricular Activities.**

Provided by willing teachers, Teaching Assistants and parents but also using coaches and specialists who may be brought in to provide extra opportunities for pupils. Where funding is required this may be done through the P.E. and Pupil premium.

These activities provide opportunities for more advanced coaching and competition with children from other schools. All children, regardless of ability, are encouraged to take part in extra-curricular activities.

We strive to provide (with the support of, teachers, teaching assistants, parents, volunteer and paid coaches), the following:

- Football.
- Tag Rugby.
- Netball.
- Athletics.
- Archery.
- Badminton.
- Dance.
- Golf.
- Basketball.
- Cross Country.
- Gymnastics.
- Swimming.
- Outdoor and Adventurous Activities.

We will participate in: Intra School, Inter School, Cluster and County events to provide the children with competitive opportunities and a chance to use learnt skills in different environments; at levels 1, 2 and 3 of competition.

# OTTERHAM COMMUNITY PRIMARY SCHOOL.

## Programmes of Study - General Overview.

The Physical Education National Curriculum in the primary school years is best delivered through the following: Games, Gymnastic, Dance and Movement Activities, Athletic Activities, Outdoor and Adventurous Activities and Swimming. Swimming is taught to all children (if swimming time is available at the Camelford Leisure Centre).

### Lesson Structure:

The General Lesson structure will be applied to all aspects of P.E.

1. Share Learning Objectives and subject/activity appropriate warm up.
2. Skill development and practice – through conditioned drills, games and activities.
3. Cool Down and Plenary Q&A – opportunities for Assessment for Learning.

### Games.

Games are classified into three broad areas:

- a) Invasion Games - Usually played 'end to end', attacking a 'goal' or line target; e.g. netball, hockey, soccer, rugby.
- b) Net/Wall Games - Usually played by striking an object with an implement across a net within a prescribed area; e.g. tennis, volleyball
- c) Striking/Fielding Games - Usually involving a batsman, fielder, bowler combination; e.g. rounders, cricket.

*Through these games, pupils will be given the opportunity to improve:*

- problem-solving skills and creative thinking processes - strategic and tactical awareness
- awareness and understanding of fair play
- game skills
- leadership skills
- participation and team working skills - tolerance of others
- sporting behaviour
- ability to cope with success and limitations in their performance – assess own and others performance
- In early years, pupils will focus on co-ordination skills, team working, working individually, learning to share equipment and take turns.

*Pupils will:*

Be taught the necessary skills to build competency to enjoy participation in a variety of games

Be able to travel with, pass and receive a ball.

Acquire & develop appropriate skills for team invasion games through small sided & conditioned games with an emphasis on Games for Understanding - this will also be done through drills for a variety of sports.

Consolidate existing skills & gain new ones.

Develop their own versions of invasion games with attention to rules and expectations.

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### **Gymnastics, Dance and Movement Activities.**

*In any well-structured gymnastics programme, there should be a progressive general pattern of skills development (the use of music is beneficial to help with movement & enjoyment):*

*Pupils will be able:*

To choose & link skills & actions into a phrase of movement whilst controlling body shapes.

Link actions into increasingly complex sequences.

Include variations in level, speed & direction within a given or self-designed sequence.

To create & perform fluent sequences on floor & apparatus.

To perform in front of an audience of peers and/or adult.

To work on the floor and on apparatus at different height levels

To carry, set out and put away of apparatus safely

To explore and to use their imagination to create simple sequences and dances to music.

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### **Athletic Activities.**

These focus on running, jumping and throwing. By the end of KS2, children will have opportunities to measure, compare and improve their performance. Our aim is that pupils learn to enjoy participation and become mature enough to accept their comparative strengths and weaknesses.

*Pupils will:*

Be able to use learnt skills to improve their Personal Bests with an emphasis on individual performances.

Have opportunity to use learnt skills in completion.

Take part in & design challenges & competitions that call for precision, speed, power and/or stamina.

Use running, jumping & throwing skills both singly & in combination.

Demonstrate their skills at school sports day.

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### **Swimming.**

Our emphasis is on all children being able to swim at least 25 metres unaided by the time they move on to secondary education whilst also focussing on water safety. Resources and qualifications from both ASA and STA will be used and sought to support of our teaching.

*Pupils will:*

Develop confidence in water and be aware of water safety in a pool and the sea.

Be able to pace themselves in floating & swimming challenges related to speed, distance & personal survival.

Swim, unaided for a distance of 25 metres.

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Use recognised arm & leg action for different swimming strokes.

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### **Multi Skills.**

This is a programme of study aimed specifically at Early Years and Key Stage 1 where Physical Literacy is the main focus for the P.E. Curriculum. Children will undertake a number of tasks and activities which are aimed at giving an understanding of their personal ability and development. An emphasis will be placed on passing and catching skills for use in games whilst movement skills will also be practiced. In order to develop skills there will be a fair amount of repetition and differentiation.

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### **Outdoor and Adventurous Activities.**

There will be opportunities for children to experience a variety of environments and activities within and beyond the school grounds and to develop an awareness and understanding of basic safety practices. To support Outdoor and Adventurous Activities all children are given the opportunity to be involved in residential experiences at various times through Key Stages 1 and 2. These provide a wide range of opportunities through Outdoor Pursuits as well as sleep overs and coastal and rural walking trips. Outdoor learning will be developed as part of the whole school curriculum. Educational visits provide an opportunity for children to experience a different environment from their normal routine and when the visit is carefully chosen and planned, this will facilitate enhanced learning. These may be day visits or longer residential visits. We will strive to give children a sense of awe and wonder by engaging in challenging outdoor activities developing Outdoor learning within the school environment.

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