

Pensans CP School



PE Policy

Reviewed on: September 2019
Next Review Date: September 2021

Rationale

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual children.

At Pensans school each class will receive 2 hours of physical activity per week. The sessions will contain elements required by the National Curriculum of:

KS1 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 through the CD wheel (individual pupil progression)
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

KS2 pupils should be taught to:

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 through the CD wheel (individual pupil progression)
- 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

Schools should provide swimming instruction in: key stage 1 and 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.

Aims

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:
 - by developing a positive attitude and interest in a wide range of physical activities.
 - by raising awareness of issues regarding Health Related Fitness.
2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child:
 - aesthetic appreciation and understanding of Dance and Gymnastics.
4. To help establish the individual child's self esteem and confidence. To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).
5. To ensure every child has the opportunity to take part in breakfast and after school sports clubs, as well as external competitions and tournaments.

Guidelines

Pensans Community school will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum - The Arena planning scheme is available for all staff to use.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Ensure every child has the opportunity to represent Pensans' Community in a competitive sports fixture.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas (Active literacy/maths, dance performance within the immersive learning outcomes).
- Develop programmes that meet the needs of all the children, providing equal opportunities - inclusion of SEN and physical disabilities
- Involve the outside community where possible - e.g. Sports Day - parents, Clubs - external businesses/experts, Inter-school matches - part of MAT partnership. We co-ordinate our safeguarding policy with all outside agencies.
- Fun Fit is run daily from Foundation stage - Key Stage 2 to support pupils' fine and gross motor skill development. All Foundation Stage children have access to this

but pupils in key stage 1 and 2 are referred to this scheme by class teachers and their progression is assessed each half term.

- Pensans school adopts a playground leadership scheme whereby 18 x year 5/6 pupils will receive training to become playground leaders.
- Pensans is aiming to adopt a multi-zone playground to support the playground leaders in providing a broad range of activities that can be safely controlled.
- Ensure children wear the Pensans' expected P.E. kit. for all lessons. (See below). Also, ensure teachers change into appropriate clothing to teach PE lessons.
- Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.
- Provide enjoyable experiences, with opportunities to positively promote the school's virtues i.e. tolerance, cooperation, unity and respect.

The P.E. Curriculum

Curriculum Framework

Teachers should use the curriculum framework as a starting point when planning their work in Physical Education. The Arena planning scheme has plans and assessment tools to provide children with next steps.

Time Allocation

Government stipulates all children should have a "Five hour offer" of PE and Sport. This is: 2 hours of PE lessons per week in curriculum time, an additional 1 hour through clubs and extra-curricular activities on the school site and a further 2 hours through a mixture of school and community/club organised sport. Each class is timetabled at least one session in which they have priority of access over hall or playground. Every class from reception to year 6 has the opportunity to swim for at least 1.5 terms. Key stage 1 start the day with a 'wake and shake' and the 5-a-day schemes are available for all year groups to help build towards their 30 active minutes.

Units of Work

The class teachers should identify from the curriculum map the 5-7 week unit of work their class will be following. Each teacher must submit details of the medium term plan which clearly show the learning intentions and activities for that unit. The PE coordinator will then check to ensure all areas are fully covered.

Swimming lessons are planned and taught by trained instructors and the class teacher. each ability group will work towards different targets. Children should be allocated time during the plenary of the lesson to evaluate themselves against the outcome.

The CD wheel is an adopted scheme that provides assessment and progression for each individual pupil to learn and perfect the fundamental skills required for ALL sports. It is an individual profile that will be started in KS1 and will continue throughout the school.

Individual Lessons

Individual lesson plans may be taken directly from the Arena planning resources and adapted to suit the class. If the class teacher is confident he/she may choose to plan

the lessons in their entirety. This is, in many ways, preferable, but teachers should ensure they plan to the weekly learning intentions of the unit of work. This will ensure logical progression throughout the unit of work and means skills will not be taught in isolation and there is a clear end objective. This objective may be realised explicitly in the final lesson. For example, with a performance in dance, or a full (age appropriate) rules tournament in games.

Basic Lesson Plan

1. Warm up - 3 to 5 mins gentle exercise or stretching.
2. Introduction (or Revision) - individual or pair work.
3. Development - more challenging tasks in small groups.
4. Conclusion - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in gymnastics.

Further Points to Consider:

- Insist on correct and safe PE kit - see section in Health and Safety.
- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs, depending on the activity.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In dance and gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best- work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Ensure all equipment is returned safely to the PE shed.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

How PE teaching is monitored

PE is monitored termly. The Subject Leader looks at planning and will observe lessons. When appropriate it is also possible that the P.E. Subject Leader will seek the

support of a specialist to evaluate particular areas of the curriculum such as gymnastics.

Health and Safety

PE KIT

Nursery

Infants are encouraged to bring trainers and shorts/track-suit bottoms for outdoor games. However, unless children have obviously dangerous footwear (eg. high heeled boots) all should take part. Indoors, infants should be encouraged to bring shorts but should otherwise take part in uniform and bare feet.

Foundation Stage, KS1 and KS2

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

Games and Athletics: shorts and team coloured t-shirt for indoor lessons in the hall (navy track-suit bottoms and team Pensans hooded sweatshirt should only be necessary in the playground on a cold day). Properly fitting trainers or plimsolls

Dance and Gymnastics: As for games but bare feet.

Swimming: Swimming costume, children are NOT allowed to swim in underwear.

Outdoor Activities: Generally as games, but otherwise clothing appropriate to the activity.

General Points

- Teachers should also wear appropriate clothing.
- Jewellery (except stud earrings) must be removed. Teachers will not take responsibility for looking after jewellery.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through illness or injury should stay with the class and watch by the poolside.
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

Children Without Kit

At the beginning of each term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit will receive a text home informing parents that the child didn't have appropriate kit to take part in PE. If it is an ongoing problem an informal conversation with the parents would be appropriate and letters sent home.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching

assistant should accompany the children to apply first aid. Where possible, class first aid kits should be taken to the playground/ hall during PE sessions.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

OTHER ISSUES

Swimming sessions have been risk assessed. The premises have been risk assessed by the site manager. All playgrounds and halls (including apparatus) will be safety checked annually by a specialist company. Equipment is dealt with below.

Equipment and Resources

Safety

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE co-ordinator and taken out of use. Children should be made aware of safe handling of the PE equipment.

Locating equipment

Gymnastics equipment for all classes is kept in the hall. Core Games equipment is kept in the PE shed at the top of the playground. EYFS physical development equipment is stored in their locked sheds in the outside area.

Ordering Equipment

Any new equipment required can be ordered through the PE coordinator. The PE and Sport grant has meant that the school has already invested in new equipment to be used during PE lessons. This equipment should not be used for lunch/ play times as there is separate equipment for these times.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.

- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

Recording and Assessment

The PE Curriculum Framework will serve as a record of the broad topics covered (units of work) in each activity area for subsequent teachers to refer to. In line with overall school policy, teachers should make notes of significant achievement against the progression maps for each PE unit. There are tools to aid assessment within the Arena planning scheme. During swimming lessons, distances achieved and National Swim Awards passed should be noted and the PE coordinator informed - school certificates will then be presented in assembly. However, end-of-year reports should remain firmly focused on qualitative judgements based on observation of achievement and progress made. The following criteria should be taken into account and questions answered:

- Pupil record of participation.
- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class. Does he/she: co-operate, dominate, and withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

Other Issues

EXTRA-CURRICULAR SPORT

Pensans Community school is fully committed to providing extra-curricular sporting opportunities. These include:

- Clubs (breakfast and after-school) available to all age groups and in a range of activities.
- Competition against other primary schools in a wide range of sports through local school arrangements.
- Friendly matches against other schools/groups.
- Exhibiting work. For example a dance performance in assembly to highlight an immersive learning outcome

LINKS WITH OTHER AGENCIES

These include:

Participation in local sports leagues (primarily the PET and school games) with other primary schools.

Visits, and liaison with, outdoor education centres and agencies.

Liaison with the local School Sport Co-ordinator (Neil Eddy).

Liaison the Healthy School practitioners.

STAFF TRAINING

The PE co-ordinator will have access to specific training to support and develop their role (CPD is accessed through the Penwith Cluster).

All staff will be encouraged to attend courses and review resources alongside the PE co-ordinator.

The PE co-ordinator will have a program of CPD through the year. This can be targeted to newly qualified teachers, new staff and in areas where existing staff feel unconfident.

Staff INSET time PE training: assessment procedures.

DISSEMINATION and REVIEW

All governors will receive a copy of this policy. A copy will be available on the School Web Site. The policy and schemes of work will be available on request to parents, LEA, OFSTED and others working for the school, through the Head teacher.