

St. Neot Primary School

Policy for PE

PE Policy

Reviewed and adopted: **Autumn 2016**

This policy outlines the teaching, organisation and management of the Physical Education (P.E.) taught at St Neot Primary School.

Rationale:

St Neot Primary School believes that a high-quality P.E. curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We believe the curriculum should provide opportunities for all pupils to become physically confident in a way which supports their health and fitness. We feel that opportunities to compete in sport and other activities build character and help to embed values such as tolerance, fairness and respect. Our school's P.E. programme aims to ensure that all pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lifestyles.

In our teaching of Physical Education we aim to promote:

- An enjoyment of physical activity and a healthy lifestyle;
- Skilful and intelligent performers who are able to develop their ideas in a creative way
- Positive attitudes to health, hygiene and fitness;
- Knowledge of safety factors and an appreciation of the principles of safe practice;
- The ability to plan a range of movement sequences, organise equipment and apparatus, and design and apply rules;
- The acquisition and development of skills, ability to respond to a variety of challenges, and perform with increasing physical competence and confidence, in a range of physical activities and contexts;
- The development of communication skills and an ability to work in close co-operation with others;
- The ability to set targets for themselves and compete against others, individually and as team members;
- The ability to take the initiative to lead activity and focus on improving observational skills and aspects of their own performance;
- The understanding of what it takes to persevere, succeed and acknowledge others' successes;
- To contribute to children's social and emotional development. To promote their self-confidence and self-esteem. To develop qualities such as commitment, fairness, tolerance, and a concern for others as well as individual success;
- The use of appropriate terminology.

These aims are met through the provision of carefully planned, differentiated activities to ensure to optimum skills progression.

Early Years Foundation Stage:

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.

Physical education falls within the Physical Development area of the statutory framework for the early years foundation stage. It involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Inclusion:

At St Neot our aim is to develop the potential of all our pupils. All children, including those with special educational needs, undertake the full range of activities. Teacher assessment determines the learning opportunities to which individuals and groups experience during each unit of work. Planning shows how activities can be adapted or extended for the needs of all pupils and, where appropriate, how they relate to personalised learning opportunities. Please refer to the Gifted and Talented policy for details on defining and identifying Gifted and Talented pupils.

Teaching Time:

P.E. has been timetabled according to the requirements of the National Curriculum document and it is our aim that all children will spend at least two hours each week on P.E.

Safe Practice:

Safety should be paramount when planning P.E. activities.

All teachers should refer to the following guidelines when planning and delivering their P.E. curriculum:

- ◆ STA Swimming Teaching Code of Practise
- ◆ Safe Practice in Physical Education (2016)-AFPE
- ◆ Safety in Outdoor Education-LEA

These documents are located in the PE Subject Leader file and in the school office.

Risk assessments for hall, field, playground are kept in the office and aspects should be considered with the children prior to the tasks. Children should develop their own abilities to assess risks and safety.

Regular checks are made on all equipment. The co-ordinator makes frequent visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the co-ordinator when any items need replacing or repairing. Any items constituting a danger are taken out of use immediately. All large items of P.E. are inspected annually by an independent safety officer under a contract.

First aid equipment is available, and all staff know what to do and who to call for assistance in the event of an accident. All teaching staff are first aid trained. Inhalers for children suffering from asthma are readily accessible.

Jewellery – In line with school policy, children should only be wearing watches and stud earrings to school plus items of jewellery worn for religious reasons. Wrist watches must be removed before P.E. lessons, and earrings should be removed where possible. There may be some occasions where a personal adornment cannot reasonably be removed. In such circumstances, consideration should be given to making the wearing of the item 'safe' for the activities concerned, both for the wearer and other participants.

Clothing and Footwear – All children have a P.E. kit, which is different from the clothes and footwear worn during the remainder of the day. For hall based activities children are expected to

wear (preferably black) shorts, green T-shirts and either plimsolls or trainers as appropriate. Dance and Gymnastics should be undertaken in bare feet, unless children have a foot complaint when plimsolls may be worn. Warmer clothes are necessary for outdoor activities, which will continue during cold weather. Outdoor games should be undertaken in suitable trainers and must be laced correctly. For all activities long hair should be tied back.

Swimming kit is brought to school on the day when swimming lessons take place and taken home afterwards. All children are encouraged to wear coloured swimming caps making the more competent swimmers (those who can swim at least 25m) easily identifiable from those who are less proficient. Goggles are accepted.

Movement of Apparatus – Throughout their development in P.E. children will be taught how to assemble, lift, rearrange, dismantle and store apparatus safely. Although it is desirable that children should be responsible for their own equipment, it is realised that for the children to set out and put apparatus away every lesson is not a realistic target, bearing in mind the restrictions of time allocated to P.E. and the restrictions on hall use. However, the children should receive enough practice and guidance to be able to do it safely and efficiently. Children will be taught about the appropriate use and placement of apparatus to ensure safety. When lifting and carrying apparatus children should face the way they are going in order to minimise the risk of collision. Children will be taught where to place their hands and to lift together on the leader's signal, by bending and straightening the legs and keeping their backs straight.

Placement of Mats – Children will be taught about the correct placement and use of mats. Mats should not be placed around profusely and indiscriminately but should be used where it is expected they will be needed for deliberate landings. However, it is anticipated that younger children may require mats at an early stage of traversing apparatus at a height, where they are likely to need to drop down.

Non-Participation – If children are unable to participate in P.E. due to injury or illness, this should be supported by communication from parents. Children who forget their kit will participate by wearing spare kit. Non-participants should be as involved in the lesson as possible, as officials, observers, recorders, or critics, so enabling them to learn and understand the work and be better prepared to re-join in due course.

Staff Attire - When taking P.E. lessons staff should be appropriately dressed and wearing suitable footwear to enable them to move freely and easily, as well as to set a good example to the children.

Extra-curricular PE and School Sport:

P.E. lessons will provide the children with opportunities to practice and consolidate their skills and PE knowledge and to develop and extend their techniques and abilities. These may be extended further through out-of-class activities such clubs, matches against other schools, festivals and competitions.

KS2 residential offer children opportunities in Outdoor and Adventurous Activities including surfing, swimming, cycling, rock climbing and kayaking.

Clubs on offer during the school year include Hockey, Tag Rugby, Football, Netball, Badminton, Cross Country Running, Multi-Skills and Cricket.

KS2 children are trained to become Sports Leaders and support the lunchtime supervisors by setting up and running small games for the lower juniors and Key Stage 1 pupils.

Contribution to other Areas of the Curriculum:

P.E. benefits from links to many subjects within the primary curriculum and where possible, opportunities will be sought to draw experiences out of a wide range of activities, for example orienteering can be linked with geography. English and Music provide many stimuli for Dance and Movement. Pupils will have opportunities to develop their language skills, and collaborative work will extend their PSHE and Citizenship skills. When it is appropriate, use will be made of both indoor and outdoor environments.

Recording and Assessment:

Assessment supports future planning and teaching of P.E. Achievement is assessed according to the learning objectives set and progression is then built into the units based on the results. We assess by observing and questioning the pupil, evaluating knowledge at the start and end of a taught unit and carrying out a scrutiny across the school for progression and to identify the areas for improvement. Progress and achievement in the PE is reported to parents and carers through parent meetings and at the end each year in the annual report.

Monitoring and Evaluation:

All teachers are responsible for monitoring standards but the P.E. co-ordinator, under direction of the Head, is responsible for the direction of the subject across the school. Time is allocated to monitor standards and quality across the school. Standards are Monitored and Evaluated by: P.E. co-ordinator using allocated time to observe lessons, teachers plans and pupils work; staff meetings to look at children's performances and assessments (via ICT) and to evaluate standards; Collecting teacher assessments of pupils' progress aligned with exemplification standards and expected levels or equivalent in the National Curriculum 2014. Where particular weaknesses in skills are observed, modification of the curriculum is considered and changes made where necessary.

This policy has been drawn up by the P.E. co-ordinator and agreed by staff and Governors. It has been revised by staff and Governors in the Spring term 2017