

Alverthorpe St Paul's CE (VA) School, 3-11yrs

Physical Education Policy



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September 2019

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Physical Activity Policy

Policy Statement

St Paul's believes that all pupils, regardless of their cultural, physical or academic differences should be given the opportunity to develop their full potential and independent learning ability through an enjoyable, balanced and progressive series of activities. With our positive attitude towards healthy and active lifestyles and through a progressive range of activities, we provide opportunities for pupils to grow in confidence; we nurture their creativity and enable them to face up to different challenges as individuals, in groups and in teams. Growing in competence, pupils learn how to plan, perform and evaluate actions, ideas and preferences and make choices about how to get involved in lifelong physical activity and a healthy lifestyle.

Aims

- To develop whole motor skills and specific skills.
- To develop physical competence, and enable pupils to take part in worthwhile physical activities.
- To promote physical development and teach pupils to value the benefits of participation in physical activities while at school and throughout life.
- To promote learning through action, awareness and observation.
- To encourage positive attitudes, giving motivation, confidence, enjoyment, competition, co-operation and perseverance.
- To establish self-esteem through the development of physical confidence and to cope with both success and failure in competitive and co-operative physical activities.
- To educate pupils with regard to health, relaxation, hygiene, fitness, and to help pupils to appreciate and monitor fitness.
- To develop a working knowledge of safe practice and encourage responsible attitudes to the safety of self and other people.
- To enable pupils to appreciate skills and competence in movement as participant and spectator through observation and analysis; to help pupils to apply appropriate criteria for assessing effectiveness and efficiency in performance.

Safety

Safety in PE is of paramount importance and teachers and pupils should be aware of:

- Potential hazards and an appreciation of dangers.
- The need to prevent accidents.

Many activities in PE are, by their very nature, potentially hazardous. They offer opportunities to challenge children's skills, initiative and courage.

Children learn new skills and to make judgments to avoid, or cope with colliding, falling etc. Although it should always be remembered that teachers are ultimately responsible for those in their charge, they should aim to make children aware of safety and of the need to minimise risks so that pupils can also become responsible for their own safety (see the Safe Practice in Physical Education and School Sport document).

As dance and gymnastics are undertaken in bare feet, it is essential that the hall floor is swept before any lesson commences. A special mop, pan and brush are kept in the hall / PE cupboard solely for this purpose.

Risks relate not only to accidents but also to inappropriate exercise, or overuse of the body. Both teachers and children need to be aware of the potential risks for the development of bones and joints, and of dangerous movements. Children need to be able to sit, walk, pull, push, lift and carry safely.

All pupils will be taught how to handle and use apparatus in a safe and considerate manner. No pupil should use any apparatus until the teacher has checked it.

There is a particular need to be aware of the extra risks involved in swimming, and outdoor and adventurous activities.

Staff can use the Safe Practice in Physical Education and School Sport book for any other safety issues. There are two copies in school. One is situated in the Head Teacher's office and the other in the PE admin cupboard in the staffroom.

All accidents must be recorded in the Accident Book.

Planning and Recording

Class teachers are responsible for the planning of PE and will work in collaboration with the PE HLTA where one exists. EYFS use the Create Real PE scheme as a starting point. KS1 and KS2 plans are available on the VLE and shared drive. The PE Co-ordinator will monitor planning and delivery throughout the school.

Organisation

PE is essentially a practical subject, mainly covered in whole class teaching with room for group and individual work within that framework.

Present Arrangements

With the exception of swimming and outdoor and adventurous activities, all PE lessons are class based and are taught by the class teacher and/or the PE HLTA depending on whether the lesson is in PPA time or not. PE coaches or specialist teachers may come into school to teach classes for specific lessons. Children usually get changed in their own classroom except for Y4, Y5 and Y6 children. The girls change in the cloakrooms and are trusted to be sensible, and the boys change in the classrooms.

All children in attendance at school (with the exception of short term physical constraints such as broken limbs) are required to participate in PE.

Non-Participation

Children who are unable to take part in PE lessons should be expected to observe the lesson and be included in the assessment, scoring or umpiring of activities undertaken by other members of the class. Unless the PE coordinator has agreed that a child should not participate due to exceptional circumstances.

Clothing

The children change from their school clothes into PE kit and work indoors in bare feet when doing dance and gymnastics.

Boys and girls wear navy blue PE shorts and a t shirt in their house colour. Clothing should be light and allow good freedom, without being baggy or loose. Cycling shorts are not suitable for PE. Spare PE kits are available and kept in a central place by the PE HLTA. Children without kit should be noted in by the PE HLTA with the reason why (where given). If three occasions of missing kit are noted, the PE HLTA will talk to the PE Lead. **See Safe Practice in PE book for further details about appropriate clothing for PE.**

Gymnastics and dance is always undertaken in bare feet. The importance of barefoot work cannot be underestimated and barefoot activities help the foot to develop into a strong, flexible and useful structure. Barefoot work allows:

- Strengthening of muscle weakness in the foot;
- Greater sensitivity in movement quality and performance;
- The most safe and secure grip against floor surfaces or tubular steel agility apparatus and gymnastic equipment.

Rigorous indoor activities like netball and bench-ball are to be undertaken in trainers.

Where children are under medical treatment for having a verrucae, they should be excluded from PE only if the treatment involves breaking of the skin surface or on the advice of the practitioner.

There is no evidence to support the belief that barefoot physical education plays an important part in the transmission of a verrucae and there is no need for the foot to be covered during the lesson if the verruca does not present an open lesion.

Appropriate sports trainers are worn for outdoor lessons. Watches are removed before the start of the PE lesson. Medical talismans should be removed and placed in a box with any inhalers and taken to the PE lesson. Long hair must be tied back and large hair accessories removed.

When taking PE lessons staff should always endeavour to change for PE. Where this proves difficult, then a change of footwear and removal of

jewellery, at the very least should always be undertaken. **See Safe Practice in PE for further clarification.**

For details or advice on Religious and Cultural issues such as clothing and religious artefacts, refer to Safe Practice in PE.

School House teams

The house teams have Sports names:

Whitby Wasps - Yellow

Kirkstall Kestrels - Red

Fountains Falcons - Green

Bolton Buzzards - Blue

Teams or individuals can be awarded sports points for skill, improvement, teamwork and winning. Teachers should keep a record of the sports points and the winning team will be announced at the final assembly each term and the team awarded the Sports Cup.

The use of the hall and school grounds

The time-tabled use of the hall enables KS1 and KS2 classes to have two lessons per week. In Year 5 children have additional PE, swimming. In KS1 children have an additional 15 minutes of MoveIt! To their practice physical literacy skills.

The hard tarmac areas of the playground with a variety of permanent markings and the grassed areas are available for use in any of the allocated PE sessions.

Resources

PE resources are kept in the PE cupboard, (situated in the hall) and the PE cupboard outside, (situated at the bottom of the steps outside Y6) **all staff** are responsible in supporting the PE HLTA in keeping the cupboard tidy.

Children are not allowed to either get equipment out of the cupboard or put it away. .

Sports Captains

The children in each house in KS2 vote for their own House Captain each year. The captains are elected from Year 6. The Captains lead lunchtime sporting activities and may help with after-school clubs.

Swimming

See Swimming Policy.

Outdoor and Adventurous Activities

These activities are undertaken by Y6 on a one week residential visit. During the week the children take part in a variety of activities, which may include orienteering, climbing, abseiling, quad bikes, and trust style games to encourage them to use their initiative in problem solving.

In addition, children are offered the opportunity to join various extra curriculum clubs and activities such as cross-country, netball, golf and athletics.

Assessment

Assessment should be primarily concerned with the observation and recording of achievement in the practical context, focusing on what each child knows, understands and can do.

Teachers need to use their ability to observe, to appreciate what is appropriate evidence of achievement and to make assessment a coherent part of the learning process. This should serve both as a diagnostic assessment - to identify difficulties, and as a formative assessment - from which future strategies can be planned. The PE HLTA is developing assessment and recording strategies; these are on-going.

Sports Premium Funding

From 2013, extra money has been allocated by the government to support school PE, health and wellbeing. At Alverthorpe St Paul's we have used this money to pay for sports coaching, equipment, competitions, transport and funding of the PE HLTA role (see the report for the Primary Sports Funding Budget and Plans) Staff have improved their understanding and teaching skills across a range of school sports. Training has been given on nutrition and healthy eating. Every child is receiving enhanced PE teaching and wider access to clubs and activities, including those after school and at a range of venues. More competitions have taken place and the school has competed at different levels, including the West Yorkshire School Games.

Annual Events

Parents are invited to the School Sports Day each year which involve some inclusive activities for all children and, in KS2, the finals of competitive races.

Out of School PE Activities

There are a wide variety of sports and activities on offer for children. Clubs on offer during the school year include Netball, Benchball, Athletics, Golf, Football, Rounders, Cricket, Gymnastics and Tag Rugby. Most activities are aimed at KS2 children, with KS1 and Reception children able to attend certain multi-skills sessions around various sports.

Inter and Intra - School Competitions

Children regularly take part in a variety of festivals and competitions against other schools in the Outwood Together, All Saints and School Games clusters.

Cross-curricular links

Several areas of the curriculum lend themselves easily to links with PE.

Health Education - Beneficial effects of exercise
Personal hygiene
Healthy outlook

Expressive arts	-	Drama, dance, music
English	-	Language and communication skills
Maths	-	Problem solving, measuring distances, times, weights, positional language
Science	-	Body fitness - pulse and breathing rate
Geography	-	Outdoor and adventurous activities
ICT	-	Logo activity e.g. forward, backward
Personal Qualities	-	Interpersonal links, positive attitude, healthy outlook

PE is also a useful subject with which to form links between school and community, and across cultures, e.g.

Sports councils

Sports clubs

Outdoor pursuit's centres

Recreation and leisure departments

Individual specialists (sportsmen and women, coaches etc).

Equal Opportunities

We regard the well-being, behaviour and achievement of every group of pupils to be of equal importance and aim to meet each individual's diverse needs. This is reflected in the curriculum we teach and the ethos we promote. We value and reward the achievement of all pupils equally. We have high expectations of behaviour and co-operative participation for every group in school. We aim to involve parents from every background, and believe this is a significant benefit to the school.

Race	-	multicultural awareness e.g. problems of jewellery, dress etc
Gender	-	avoidance of unacceptable differences of opportunity between boys and girls
Disability	-	physical allowances should be made to enable pupils to participate to the best of their ability
Special needs-		full opportunities should be available to all pupils whether they have disabilities (not necessarily physical) or particular talent

Gifted and Talented

More able pupils are taught with their own class and stretched through differentiated questioning and extra challenges. More able pupils are indicated to Secondary School and further developmental opportunities are available through local sports clubs. These are displayed on the Hall notice board, and children and parents are signposted to these clubs.

Primary/Secondary Liaison

There is a strong relationship with the Wakefield School Games Co-ordinator. Secondary schools ask for information about children who are outstanding in any particular aspect of PE or have represented the school in any team. Children with any problems or disabilities are identified in informal discussions between primary and secondary teachers.

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