



NORTH FERRIBY C E PRIMARY SCHOOL

PE AND SCHOOL SPORTS POLICY

Date of New Policy:	Summer 2015
Review Date:	Summer 2017
Policy Type:	School
Co-ordinators:	Will Rae
Link Governor:	Andy Gamer
Committee:	Curriculum

Mission Statement:

A Christian School with children at its heart.

Christian Values Statement:

At North Ferriby CE Primary School, we keep Christian values at the heart of our school community where we live, love and learn together.

Ethos Statement for North Ferriby CE VC Primary:

Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

YORK DIOCESAN BOARD OF EDUCATION

1. Introduction:

Physical education (PE) should develop pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It should promote physical skills, physical development and knowledge of the body in action. Physical education should provide opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It should promote positive attitudes towards active and healthy lifestyles. This work is closely aligned with the policy for Personal, Social, Health and Economical Education (PSHE.)

Pupils should learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They should learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils could discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

The objectives of the Personal Education and Sports Strategy for Young People (PESSYP) programme are to:

- raise the quality of teaching and learning in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment;
- improve the understanding of how high quality PE and school sport can be used as a tool for whole school improvement – particularly in terms of behaviour management, attendance and attainment;
- improve the understanding of how high quality PE and school sport can be used to support healthy lifestyles and physical activity;
- encourage more innovative interpretation of the PE programme of study to better meet the needs of all pupils to enhance achievement; and
- enhance cross-phase continuity to improve pupils' progress.

The basis of physical education is the Physical Education National Curriculum which consists of six areas of activities:

- a) Games Activities
- b) Dance Activities
- c) Gymnastic Activities
- d) Swimming and Water Safety Activities Yr 4 only (10 weeks)
- e) Athletic Activities (KS2 only)
- f) Outdoor and Adventurous Activities (KS2 only)

These activities take place within the context of teaching and learning. General and specific skills are acquired, knowledge and understanding developed, and positive personal and social attitudes encouraged.

The scheme of work for Physical Education forms part of the policy and is a written statement of the knowledge, skills, understanding and activities to be covered by each year group.

2. Aims:

Teachers aim to provide a physical education curriculum which will support the overall school aims and which will develop the knowledge, skills, attitudes and beliefs that enable pupils to respond to the physical challenges of every day.

The outcomes of High Quality PE and Sport are an excellent way to highlight our aims for PE at North Ferriby Primary School;

We aim to have children who:

1. Are developing competence to excel in a broad range of physical activities
2. Are physically active for sustained periods of time
3. Engage in competitive sports and activities
4. Lead healthy, active lives
5. Are committed to PE and sport
6. Know and understand what they are trying to achieve
7. Understand that PE and sport are an important part of a healthy active lifestyle
8. Have the confidence to get involved in PE and sport
9. Have the skills and control that they need to take part
10. Willingly take part in a range of competitive, creative and challenge- type activities
11. Think about what they are doing and make decisions
12. Show a desire to improve
13. Have the stamina, suppleness and strength to keep going
14. Enjoy PE, school and community sport

3. Planning:

PE planning should utilise the range of strengths held by staff and coaches to encourage the children to access the age expected parts of the curriculum. Children should be provided frequent opportunities to build and develop their skills over the course of a unit which then culminates in them either performing the developed skills or combining them to compete in the relevant sports. A typical lesson should start with an appropriate warm up followed by a range of stretches. If possible and appropriate, the class should then be broken down into smaller groups so that all children have maximum participation, engagement and movement when developing skills through a range of drills and exercises. The children should then be provided the opportunity to demonstrate their new or further developed skills.

Staff should plan ahead to ensure that there is enough equipment to allow for maximum movement, participation and consequent engagement.

From the New National Curriculum:

Key Stage 1 knowledge, skills and understanding

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**

During Key Stage 1, pupils should build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and learn through working individually and with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in agility, balance and coordination, and enjoy expressing and testing themselves in a variety of situations. Children will self assess their own skills and their peers and contribute in regular feedback to recognise their own and others success and how to improve. Pupils will be taught how important it is to be active and recognise how their bodies change and feel during exercise and physical activity. Children will be given the chance to compete against themselves and their peers in PE lessons, intra-house competitions and sports day.

Key Stage 2 knowledge, skills and understanding

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**

During Key Stage 2 pupils should enjoy being active and using their creativity and imagination in physical activity. They will learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They should enjoy communicating, collaborating and competing with each other and be given the chance to compete in intra-house and inter-house competitions. They will develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success giving feedback to their peers. Pupils will be taught how exercise affects the body in the short term, how to warm up and prepare appropriately for different activities, why physical activity is good for their health and well-being and why wearing appropriate clothing and being hygienic is good for their health and safety.

4. Links with other Curriculum areas:

The PE curriculum links with:

- . PSHCE (healthy lifestyles)
- . Music (through dance)
- . Science (biology – our bodies and how they work)
- . Geography / History (the origins and popularity of a range of sports)

5. Assessment:

Assessment in pupils' attainment is a continuous process and is integral to all teaching and learning.

Pupils' attainment should be recorded at intervals throughout the Key Stage by:

- a) starting each new area of learning with a baseline assessment to show progress
- b) direct observation of the individual pupils work on a given task
- b) listening to, and discussing with, the individual
- c) listening to, and observing work between, a group of pupils
- d) observing the skills developed in one area and assessing the ability to transfer their skills to another area
- e) self assessment and peer assessment

6. The Role of the Coordinator:

- . to manage, maintain and allocate resources (equipment)
- . to monitor and provide for staff CPD needs
- . to advise and support staff with curriculum coverage
- . to provide and update subject documents (reports, plans, policies, risk assessments etc)

7. Health and Safety:

The general teaching requirement for health and safety applies in this subject. Health and safety issues in PE include:

- Use of equipment, apparatus and techniques in accordance with health and safety requirements
- Appropriate storage of equipment and apparatus
- Teaching pupils to understand the need for safe practice in physical activities and how it is achieved

Prior to using apparatus

- Equipment should be checked by the teacher for safe positioning
- An annual check will be made by Continental Sport
- Mats should be placed at appropriate points
- Children must be instructed and supervised in the setting out of apparatus

Clothing and jewellery

All children must change for PE. Appropriate clothing is:

Indoor – tee shirt, shorts and socks and sand shoes or bare feet

Outdoor - tee shirt, shorts, tracksuits, sand shoes or trainers

- Children are not allowed to wear socks with no shoes
- Long hair should be tied back
- Jewellery must not be worn or if ear rings are worn they must be taped up
- When kit is repeatedly forgotten parents must be notified. Children must take part in the lesson monitoring, evaluating, creating new rules, discussing tactics etc.

8. Equal Opportunities:

All areas of physical education aim to promote equal opportunities in accordance with the school 'Equal Opportunities Policy', which recognises that each pupil should have access to the curriculum regardless of gender, race, disability or learning difficulty.

Children who show signs of being gifted and talented in a particular sport will be highlighted in PE lessons. Where available the talented children will be invited to talent academies held at South Hunsley School. Children will also be directed to clubs in the surrounding area which have links with the school where talent for a particular sport has been identified.

Staff should ensure that all children are able to access and are encouraged to participate in a range of extracurricular sports.

9. SEND:

We strive to ensure that all children have access to all areas of the curriculum. In PE our level of inclusion is achieved through a combination of careful differentiation, additional staffing and alternative equipment provision when required. Careful prior planning should accommodate and cater for less able children and those with SEND.

10. Christian Values:

Our Christian values (friendship, trust, forgiveness, service and creation) shine through in PE. At every age the children are encouraged to develop their sense of mutual respect, teamwork, sportsmanship and helping others.

These virtues can be seen during PE lessons, extra curricular clubs, intra and inter school sporting events and during play times.

11. Skills for Life:

Pupils will develop:

- . appreciation of self and others
- . evaluation and improvement skills
- . independent thinking and active learning
- . communication and teamwork skills

Appendix i

North Ferriby Primary School Policy and Guidance Notes for Sports Coaches into Schools (SCIS) and Out of hours School Learning (OHSL)

North Ferriby Primary School welcomes the use of SCIS and has used various coaches for OHSL for a number of years.

Will Rae is the PLT for the school so any PE matters should be directed to him.

Russ Orr (Head) and **Helen Dunn** (Deputy Head) are the next members of staff to be contacted for more serious issues.

All teaching assistants are first aid trained. All OHSL clubs and competitions must have a qualified first aid officer present at all times.

Guidance Notes for OHSL

- The children will need to assemble in a common place for each activity.
- Please complete a register for each week as missing children will need to be chased.
- In the event of an incident or accident etc the first person of contact is **the qualified first aid officer leading the session**. After that **Russ Orr** (Head) and **Helen Dunn** (Deputy Head) are the next members of staff to be contacted for more serious issues.
- Any minor injuries or incidents need to be logged using the schools incident format. Please leave a copy for the teacher of the child involved.
- Any serious accidents/incidents need to be directed to the staff listed above.
- The behaviour policy needs to be adhered to at all times to ensure a consistent approach across the school.
- At the appropriate time the children are dismissed and allowed to go home according to their parental permission slips. Staff leader to ensure that children go home with their parent unless alternative arrangements are stated on their permission slip.