

Berwick Middle School

Physical Education Policy



Date agreed by Governors	MAY 2016
Date of review	May 2018
Next Review Due	
Responsible officer	Derryth Hope

Whole School Policy for Physical Education.

Introduction.

At Berwick Middle School we believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional health as well as playing a positive role in their academic achievement. It is essential that both staff and pupils are made aware of this and understand the benefits and importance of physical activity – the physical education curriculum aims to do this and provide for pupils' increasing self-confidence through an ability to manage themselves in a variety of situations.

We provide a broad and balanced range of activities which include individual, team, co-operative and competitive activities and aims to cater for the individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The activities within the scheme will be vigorous, purposeful, regular and designed to promote a lifelong interest in physical activity and may include athletics, games, gymnastics, dance, swimming and outdoor education.

The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than, simply a subject in which to acquire motor skills and techniques.

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.

We build on the work of the First School Partners where we know that **KS1 pupils** have been 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 according to the New National Curriculum

In KS2, pupils;

Continue to apply and develop a broader range of skills, learning how to use them in different ways and 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.

KS2 (years 3-6) pupils are taught to;

- Use running, jumping throwing and catching in isolation and combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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 improvements to achieve their personal best

KS3 (years 7-9) pupils are taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques in a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
They are also encouraged to:
- take part in competitive sports and activities outside school through community links or sports clubs

Aims

- to develop an ability to plan a range of movement sequences, organise equipment and design and apply rules
- to develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activity
- to promote positive attitudes towards health, hygiene and fitness
- to foster an appreciation of safe practice

- to develop psycho-motor skills through a range of relevant movement based activities
- to develop a sense of fair play and sportsmanship
- to develop communication skills, encouraging the use of correct terminology to promote effective co-operation
- to foster enjoyment and positive attitude to the subject in school
- to contribute to the intellectual development of each child
- to ensure that every class includes Level 1 and 2 competition (within school competition) in every unit

Objectives

- Pupils will participate in a range of psycho-motor movement activities in order to develop personal physical skills
- Pupils will be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement
- Pupils will be made aware of physiological changes that occur to their body during exercise
- Pupils will be given opportunities to develop co-operations and achieve shared goals
- Pupils will be given opportunities to develop personal characteristics like independence, resilience, self-discipline and problem-solving etc
- Pupils will be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged
- Pupils will be given opportunities to develop areas of activity of their choice in extra-curricular time

Guidelines

Berwick Middle School will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum (2014)
- Aim to ensure that every child moving on to the next level of the education can swim at least 25M and has basic water skills
- Offer every pupil the opportunity to represent their house in intra-house competitive sports fixtures
- Offer every pupil a wide variety of opportunities to represent the school in a competitive sports fixtures
- Aim to develop the fitness of the individual, by ensuring a good pace in all lessons and incorporating fitness activities into physical education lessons wherever appropriate
- Integrate, where appropriate, into other curriculum areas (eg use of athletics data in computing or Maths)
- Develop programmes that meet the needs of all learners, ensuring we provide equal opportunities for those with additional needs

- Involved outside agencies and members of the community wherever possible
- Ensure all pupils wear the Berwick Middle PE kit for all lessons and that teachers change into the appropriate clothing to teach lessons
- Make appropriate provision for those with disabilities, medical conditions and taking into account special needs through modified and mini-versions of games where necessary
- Provide enjoyable experiences, where positive attitudes of sensitivity, co-operations, competition and tolerance may develop

The PE Curriculum

Time Allocation.

The Government stipulates a 'Five Hour Offer' of PE and Sport. At Berwick Middle we provide a minimum of 2 hours through quality, taught lessons using specialist provision. Additional hours are provided through extra-curricular activities; a full range of which are offered and uptake monitored both at lunchtime and after school. Community and club organisations as well as active lunch and play times make up the remainder of the five hours.

Units of Work

Each teacher should identify from the curriculum map, the 5-7 week unit of work which their class/group will be following. Each teacher must plan and store on Staff Resource a detailed medium term plan which clearly shows the learning intention, success criteria, vocabulary, teaching input, activities and plenary for each unit within the [Dance, Games, Gymnastics etc] units.

Swimming lessons are planned and taught by trained instructors who plan targets for each of the groups.

Pupils should be allocated time during the plenary of each lesson to evaluate themselves against the outcome

Basic Lesson Outline

1. Warm up – 3-5 minutes gentle exercise or stretching
2. Introduction (or revision) individual or paired work
3. Development – more challenging tasks in small groups
4. Conclusion – transfer of skill(s) learnt to final activity eg playing small sided games or performing a sequence of dance/gymnastics

Further Points to Consider

- Insist on the correct PE kit

- Use both teacher and pupil demos rather than just verbal explanations and vary the pupils used for these
- Make sure the whole class is watching and listening for the demonstrations
- ALT – (active learning time) Less talking, more doing!
- Differentiate as necessary
- Select a mixture of competitive and non-competitive activities
- Provide lots of activity AND maximum involvement
- Use questioning to develop the pupils’ understanding of the skills they are using
- Encourage independence by giving pupils the chance to use the skills you have taught them before intervening
- As the teacher, you should always be moving and involved as well as being in a position to see everything that is going on – this is a very active job!

How PE teaching is Monitored

All teaching is monitored annually. Lessons will be observed either by a member of leadership or by the SiP or through performance management. Planning, work (through pupil voice) and assessment is monitored regularly through whole school quality assurance processes. Where it may be considered appropriate, an Occupational or Physio – therapist may be asked to give advice on PE practice in some cases.

Health and Safety

PE Kit.

In the interests of safety and hygiene, teachers must insist on pupils changing into the following kit for PE lessons:

COMPULSORY	OPTIONAL
School Games Top (rugby and/or PE top) royal blue and white	Navy BMS tracksuit bottoms* (recommended during cold weather)
Black Shorts or Skort*	Royal Blue BMS hooded top* (recommended during cold weather)
Royal Blue Knee Socks	Base-layers, plain blue or black (recommended during cold weather)
White Sports Socks (summer term)	Towel
Football/Rugby Boots – for outdoor games	
Sports Trainers – not fashion plimsoles, converse or high tops etc	
Boot bag or plastic bag for muddy boots	
Shin Pads	
Gum Shield	

Please ensure all items are named.

***These items are available to buy from Sports World, Alnwick. Parents can order via link on BMS website.**

General Points

- Teachers should also wear appropriate clothing
- Pupils should bring a note if they are unable to participate.
- Where possible and practicable, pupils unable to fully participate in PE lessons, should remain with their class and take part in PE related work

Children without Kit

At the beginning of the year, parents will be informed of the PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should be reminded by the teacher in the first instance. If this becomes an on-going issue, a conversation with the parent would be appropriate. In all instances use of the School Behaviour Policy should be followed

Accidents

For minor injuries (bumps and bruises) children should be encouraged to continue where possible. If necessary they may need to sit and watch for a few minutes. For small cuts and grazes the teacher may need to access their mobile First aid kit (wipes and plasters).

For serious injuries (head injuries, serious cuts and suspected fractures) the teacher should stay with the pupil and send a teaching assistant or reliable child to inform the school office. After the incident an accident report form must be completed (available in the school office).

NB Cease to play –if an ice pack is administered to an injury, a child should cease to take part in the lesson.

Medical Conditions.

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class so that they can participate as safely and fully as possible. It should be noted that cold, dry weather can exacerbate asthma and breathing conditions and this may be when inhalers should be at hand.

Risk Assessments

All areas in school have a risk assessment and it is the teacher's responsibility to ensure that they have checked this before they use the sports areas. It is also the teacher's

responsibility to amend the risk assessment should they notice any changes or notify the leadership team of any changes that may alter the risk assessment.

Swimming sessions have also been risk assessed and the premises carry their own risk assessment. Staff must ensure that they check these before taking pupils swimming.

Equipment is checked annually through the Local Authority. However, damage may occur throughout the year and staff should report this immediately, removing any dangerous equipment from the store. Children should also be encouraged and trained to spot dangerous equipment and be encouraged to report it – honesty on their part should be praised in these situations.

Inclusion.

Inclusion in PE means that all children have access to and are given confidence in all activity areas, regardless of race, gender and ability. We 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 (where possible) and ability
- ✓ Structuring games so that there is full involvement
- ✓ Giving all pupils the opportunity to share their work
- ✓ Considering the needs of pupils with physical or learning difficulties and taking the necessary steps to ensure that they have equal access to the curriculum
- ✓ Considering ways to support pupils with EAL
- ✓ Recognising the dangers of stereotyping
- ✓ Recognising the need to extend the more able pupils

Links with Other Agencies

School employs experienced coaches who know the school and pupils well. These coaches work alongside PE specialists, teachers and TAs in order to build skills, experience and confidence and to provide opportunities in curriculum and extra-curricular time.

The qualifications and safety checks of visiting coaches are conducted by use of the DBS and recorded on the school Single Central Register in order to ensure pupil safety.

The school works closely with local clubs and has links with the following sports (not exclusive);

- Football
- Rugby
- Cricket
- Tennis
- Athletics

- Swimming
- Netball
- Hockey
- Golf

The school also has links with National Initiatives such as;

- Chance to Shine
- School Games
- Sky Sports Living for Sport
- AfPE (member)
- Get Set
- Bikeability
- Young Sports Leaders
- Play Leaders award
- Youth Sports Trust (member)