

**GORING CHURCH OF ENGLAND (AIDED)
PRIMARY SCHOOL**



Goring C E Primary School
Faith, Love and Learning

Policy for Physical Education 2017

Review date 2019

Mission – what is our reason for being?

- To educate
- To nurture
- To serve the community
- To develop children's faith and spirituality
- To be inclusive
- To improve life outcomes
- To develop children's life and learning skills
- To develop morals and principles

Our Values

- ✓ Love
- ✓ Faith
- ✓ Self –worth
- ✓ Respect
- ✓ Aspiration
- ✓ Equality
- ✓ Fun

Our School Vision for 2020

To be a Church of England Primary School that:-

- Secures outstanding outcomes for all children throughout the primary age range.
- Establish positive, recognisable 'hallmarks' for children that reflect our ethos and values.
- Reflects God's love in the community and beyond.

Physical Education Policy

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 a broad and balanced programme of physical education that 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 Goring-by-Sea Primary each class will receive a minimum of 2 hours of physical activity per week. These sessions are timetabled to allow each class to have 1 hour focused on indoor activities and a second outdoors dedicated to sport. The sessions will contain the elements outlined as statutory within the National Curriculum.

Purpose of Study

The Order for Physical Education in the National Curriculum provides a basis for us to deliver a high quality broad and balanced physical education programme which helps children to succeed and excel in competitive sport and other physically demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

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: 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 and to develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).
5. To ensure that every class in KS1 and KS2 includes Level 1 competition (competition within the school) regularly throughout the year.
6. To provide children with the opportunity to take part in before and after school sports clubs, as well as external competitions and tournaments.

The School Staffing

There are two classes in each year group.

Every member of staff takes their own class for P.E.

The two members of staff responsible for leadership and management of Physical Education are Mr R Ireland and Mr J Daniels.

Guidelines

Goring Primary School will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the National Curriculum.
- Maintain an up-to-date and accurate Physical Education Policy.
- Publish a Sports Premium Budget, which is accessible for all, on the school's website.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Provide as many children as possible with the opportunity to represent Goring in competitive sports fixtures.
- Aim to develop the fitness of individuals, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas (e.g. use of athletics data in Computing and number work in both Mathematics and PE lessons).
- 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 – Change 4 Life, Inter-school matches – part of Worthing Schools Sport Association.
- Ensure children wear the 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, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.
- Report to the governing body of the school, detailing the aims, progress and areas for development for the subject.

PE Curriculum

Curriculum Framework

Teachers should use the curriculum map as a starting point when planning their work in Physical Education. The individual lesson plans, which are accessible to all staff, were devised to show progress across and within year groups. However, teachers must be aware that these plans may need to be adapted and altered to ensure all children can participate in activities at the level required for their individual needs.

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 two sessions in which they have priority of access over the hall and playground.

Units of Work

The class teacher should identify from the curriculum map the 5-7 week unit of work their class will be following. Each teacher must refer to the individual lesson plans provided for each unit and adjust as necessary for their class' needs. Teachers must ensure they're providing children with the correct learning intention, steps for success, vocabulary, teaching input, activities and plenary within the Gymnastics, Dance and Games units. Swimming lessons are planned and taught for targeted children in Year 5 who are yet to be able to swim 25 metres confidently. Children should be allocated time during the plenary or lesson to evaluate themselves or their performances against expected outcomes. In line with the national curriculum objectives, the school have invested in detailed individual planning for each year group to ensure the correct terminology is being used and to promote progression in these units of work.

Individual Lessons

Individual lesson plans may be taken directly from available 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 through games or stretching.
2. Introduction (or Revision) - individual or pair work.
3. Development – a variety of different challenging tasks, differentiated for a child's ability.
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 - vary the children chosen.
- 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
- Differentiate equipment for the age and ability of the pupils
- 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 annually and a detailed action plan outlines the areas for development for the subject. The Subject Leader will review planning and resources. 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.

Health and Safety

PE KIT

Early Years, 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 house PE T Shirt for indoors lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on cold days).

Properly fitting trainers or plimsolls

Dance and Gymnastics: As for Games but bare feet.

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).
- Year 5 children who are not going swimming through illness or injury should stay at school with another class.
- In all other PE lessons children not participating should remain with their class: helping in the lesson, assessing others and showing an understanding of the Steps for Success.

Children Without Kit

At the beginning of each academic year parents will be informed of the PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head teacher or PE Co-ordinator. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem an informal conversation with the parents would be appropriate.

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.

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 or another member of staff. After the incident, the teacher must complete an accident report form.

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

All playgrounds and halls (including apparatus) will be safety checked annually by a specialist.

Safety - Equipment and Resources

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 coordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the how to carry Gymnastics apparatus safely and agreed steps for safety must be referred to each lesson relevant equipment is being used.

Ordering Equipment

Any new equipment required can be ordered through the PE coordinator. The PE and Sport Premium have allowed the school to already invest in new equipment to be used in PE lessons but equipment purchases can be made to enable a high-standard of provision as the school transitions into an established Primary.

Inclusion

- Inclusion in Physical Education means that all children have access to and are given confidence, 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 EAL 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 most able co-ordinator so they may then be further extended by additional coaching or participation in extra-curricular events.

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. 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: cooperate, 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 he/she represented the school in a festival or competitive event?
- Has the child any specific problems which need to be addressed?

EXTRA-CURRICULAR SPORT

Goring Primary is fully committed to providing extra-curricular sporting opportunities. These include:

- Clubs (before and after-school) available to a variety of 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 or attendance at a gymnastics festival.

LINKS WITH OTHER AGENCIES

These include:

- Participation in local sports leagues (primarily the WSSA) with other primary schools.
- Liaison with the local School Sport Co-ordinator.
- Liaison the Healthy School practitioners.

STAFF TRAINING

- The PE co-ordinator will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the PE co-ordinator.
- Staff Meeting time focused on embedding intra-school competitions, the expectations and standards of Physical Education expected.

DISSEMINATION and REVIEW

All staff and governors will receive a copy of this policy. A copy will be available on the School Web Site. The policy and provision will be available on the school's website for parents, LEA, OFSTED and others working for the school.

This policy document is intended to be a comprehensive guide to the school Physical Education Programme and periodic revisions of topics and units of work will be conducted at regular periods to ensure its continued validity.

Review date: 2019