



Cliddesden Primary School

Physical Education Policy

2017

This policy will be reviewed in accordance with changes to the PE curriculum and procedures.

Ratified by The Governing Body

Chair of Curriculum & Standards Committee: Rachel Foster

Headteacher: Kenneth Davies

Our Vision –

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. Introduction

At Cliddesden Primary School we are committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects our School's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

Whole School Vision – Enjoy, Involve, Inspire

At Cliddesden primary we aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community.

We aim to foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.

We aim to promote our values through sports and positively encourage children to share, respect, support, trust and work together.

Curriculum Aims

- 1 To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- 2 To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- 3 To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- 4 To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- 5 To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

Curriculum Planning and Organisation

Each class is timetabled so that they have two PE sessions weekly.

- Teaching staff and specialist coaches deliver high quality PE activities/lessons for two hours per week.
- The school hall, playground area and field are used to facilitate PE activities.
- Swimming lessons for Year 5 pupils are provided by qualified teachers from Kim Chapman Swimming in the autumn term
- Coaches from local sport clubs (eg rugby/hockey) regularly provide additional opportunities for extending the PE curriculum.
- After school clubs cover a variety of sports throughout the year.
- Through the Basingstoke school sports alliance and other partnership school's links, the children are all given regular opportunities to participate in after-school

competitive sporting activities. School staff and parents accompany the teams to these events.

- The school has strong links with the Brighton Hill Community School. This local secondary school provides opportunities for children to access a wider range of sporting activities utilising their campus facilities.

Early Years Foundation Stage

Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

- **Moving and handling** - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Children can confidently hop and skip in time to music.

- **Health and self-care** - Children know the importance for good health, physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have two PE lessons each week.

Key Stage 1 & 2

- The school follows agreed PE Schemes of Work. These have been adapted to meet the needs of each individual class and are supplemented with ideas and activities from other sources. The schemes are in accordance with the current National Curriculum guidelines.
- Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively.

Contribution of PE to teaching in other curriculum areas

English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/

development of skills. Videos of professional/skilled athletes and of PE lessons are also used to help develop good technique.

PSHE

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

Healthy Eating

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity.

SMSC

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

Inclusion

- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of intra-school competitions, all children will be given the opportunity to participate in the experience.

Assessment & Recording

Formative Assessment is usually carried out by teachers in the course of the normal class activity. This is done mainly through observations and sometimes through discussion with children.

- A photographic/video record is sometimes used to document some of their work.
- Physical development levels and progress are recorded by the EYFS teachers for each child.
- Physical Education / physical development is included as part of the end of year report to parents.

Health & Safety

In order to minimise the risk of injury:

- children should dress in shorts/tracksuit bottoms and t-shirts.
- children will work in bare feet for apparatus work.
- plimsolls or trainers are worn for outdoor games, together with tracksuits if cold.
- jewellery is not to be worn.

- children with pierced ears in school must wear studs and these should be removed or covered with medical tape for PE sessions. Children should do this independently.
- Hair that is shoulder length or longer must be tied back and rigid headbands should be removed.
- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible.
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The PE Co-ordinator makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the PE Co-ordinator if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (eg not lifting hockey stick above the waist, not jumping or running in front of others, etc).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair is tied back. If earrings cannot be taken out, they are taped over.
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.

Resources

There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.

- Large equipment/mats and some indoor PE resources are stored in the hall.
- Outdoor and other indoor equipment is stored in the PE store.

Administration Arrangements for Extra Curricula Sporting Events

The PE Co-ordinator and Headteacher liaise with other schools and sports coaches to arrange after-school clubs and attendance of teams at external sporting competitions.

Where necessary the PE Co-ordinator liaises with the Educational Visits Co-ordinator to ensure that the appropriate paperwork is completed.

School Sports Premium

The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated annually and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

Monitoring & Review

The PE Co-ordinator will oversee the continuity and progression within long term and medium term plans; monitor the quality of teaching and learning through observations; support colleagues and share expertise and arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.