



BROUGH PRIMARY SCHOOL PHYSICAL EDUCATION AND SCHOOL SPORTS POLICY

**'Where learning is a journey, not a
destination'**

**Autumn 2018
Working Document**

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In consultation with South Hunsley Partnership**

Agreed by SLT and Teaching Staff _____

Agreed by Governors _____



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1. PE Vision linked to whole school statement

Within our Brough Primary School community, Physical Education aims to provide children with the School Games values where our vision is to promote and inspire young children to participate in and enjoy physical activity. We want our children to recognise the importance of an active and healthy lifestyle which continues into adulthood.

Physical Education develops the child's knowledge, skills and understanding. It involves the child in the continuous process of decision making, selecting and applying skills, performing, evaluating and refining their work. It contributes to the overall education of the child by encouraging and helping them to lead full and valuable lives through engaging in purposeful physical activity. The child will perform with increasing competence and confidence in a range of physical activities.

Physical education is divided into six areas of activity: dance; gymnastics; games; athletics; outdoor and adventurous and swimming. Through these activities, the child will be encouraged to develop the personal qualities of enthusiasm, commitment, fairness and a positive attitude towards a healthy lifestyle.

2. Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

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.

3. Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

4. The PE Curriculum:

We aim to provide a well balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

Early Years Foundation Stage (EYFS)

In the Reception Classes (EYFS), opportunities are provided for children to be active and interactive, and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food through lessons and opportunities for outdoor physical activity.

- **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. They handle equipment and tools effectively, including pencils for writing.
- **Health and self-care:** Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Key stage 1

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

Key stage 2

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

Swimming and water safety in Y4

- To swim competently, confidently and proficiently over a distance of at least 25 metres
- To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

5. ORGANISATION

We aim for pupils in KS1 and KS2 to engage in two hours of high quality PE during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities.

The minimum amount of curriculum time we aim to achieve is 2 hours high quality PE per week. This will usually include 2 structured PE lessons per week. These lessons are delivered by the PE coordinator, teachers and HLTA's. The PLT has worked closely with each year group to ensure cross curriculum links have been developed wherever possible and to ensure continuity, progression and balance occurs across the key activities.

The scheme of work is provided by Rising Stars and the PLT has worked with each class to suggest units of work for each half term.

6. Differentiation.

The School Sports Partnership recommends using the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats,

P = change the people, e.g. size of the group

Progression

Pupils may, for example:

- Perform a greater variety of movements.
- Find different ways to perform a task.
- Demonstrate better balance.
- Show greater strength.
- Complete a task in less time.
- Aim at a smaller target.

When planning specific activities, teachers will build upon the past experiences and achievements of individual pupils. They will plan for progress in the difficulty and quality of a pupil's performance by providing a variety of opportunities.

Pupils who are unable to participate in their physical education lesson in a practical situation need to provide a letter from home stating the reason for their non-participation. This will be noted by the teacher and an alternative method of involving the pupil in the lesson should be used. Long term non-participation needs to be confirmed by the home and possibly a medical certificate. Regular non-participation needs to be monitored and recorded.

7. OHSL

Pupils will be encouraged to continue participation and to develop an active lifestyle. Over the academic year, various activities are provided for the children such as after school clubs, lunch time clubs and competitions (South Hunsley and Tigers Trust Competitions). Brough Primary School also offers netball, football, badminton, table tennis, cricket, gymnastics and dance clubs; these are delivered by teachers and sports coaches and are funded by parents. Other clubs such as the AIM program for vulnerable children are funded by the Sports Premium due to specific needs.

Brough Primary School is an active member of a School Sports Partnership team. This enables pupils to access a range of extra-curricular, inter-competition sporting events including: cross-country, football, netball, tag rugby, hockey, rounders, kwik cricket, trampolining, sports hall athletics, Quad Kids competitions as well as tennis tournaments, dance festivals etc. Festival of Sports for years 5 and 6 are also organised and planned to enable children to prepare for transfer to South Hunsley Secondary School and to encourage liaison with children from other partnership primaries.

Two residential trips in years 5 and 6 are organised by Brough Primary School to enable children to experience a variety of outdoor and adventurous activities such as canoeing, orienteering and abseiling, as well as problem solving in the outdoors.

Pupils will be encouraged to take part in community sporting activities provided by other organisations and to make use of local facilities. Information from approved local clubs and providers are distributed to the relevant age outside school hours and during holidays and activities organised during weekend and holiday times are encouraged. We have links with First Steps, Hull City Football club (Tigers Trust), Hull FC, Ionians Rugby Union Club and Brough Golf club.

8. Resources

There are a wide range of resources, of various types, in sufficient quantities, to support the pupils' learning at different levels. The PLTs will audit on an annual basis and provide the relevant sums to purchase and replace equipment. All apparatus is stored in the PE cupboard in the gym. Only adults are allowed to access this cupboard due to the electric lockable door. A key can be located in the resources room. Most equipment is in easy to carry boxes or kit bags that are labelled and organised on stacking shelves. Any equipment that is damaged or lost should be reported to the physical education co-ordinator.

There are two playground trolleys that are regularly restocked for children to use with young leaders over play and lunch times.

9. Assessment

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

- Direct observation of the individual pupil's work on a given task.
- Listening to, and discussing with, the individual.
- Listening to, and observing work between, a group of pupils.
- Observing the skills developed in one area and assessing the ability to transfer their skills to another area.

Recording should be carried out at the end of a unit of work using a class record sheet listing individual children who are emerging, expected and exceeding for their age. This enables the teacher to make an informed judgement about a child's physical ability.

10. Equal Opportunities and Safeguarding

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. All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs. Children in Year 5 and 6 are not expected to change together.

11. 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.
- 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 should follow the guidelines:

- Indoor - white tee shirt, black/navy blue shorts, appropriate trainers or bare feet
- Outdoor - white tee shirt, black/navy blue shorts, tracksuits, 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 PE kit is repeatedly forgotten parents must be notified. Children must take part in the lesson observing and evaluating.

12. Monitoring

The Policy for Physical Education will be reviewed periodically. This process will be led by the physical education co-ordinator. All staff will be asked for feedback through discussions at staff, and physical education co-ordinator meetings.