



## **Pye Bank CE Primary School Physical Education and School Sport Policy 2016**

Agreed by	
Review date	September 2016
Review schedule	September 2017
Person(s) responsible	P.E Coordinator

## **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 the broad and balanced programme of physical education 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 Pye Bank each class from Year 1 to Year 6 will receive 2 hours of physical activity per week. Each class is timetabled to have at least one Physical Education session indoors per week and one outdoors. We believe it is important to nurture physical growth therefore our Foundation classes are also timetabled to one Physical Education session per week.

The sessions will contain elements required by the National Curriculum of:  
KS1 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. (New National Curriculum)

### KS2 pupils

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. (New National Curriculum)

## **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: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child
4. To help establish the individual child's self-esteem and confidence.
5. To develop social skills, co-operating in groups, playing fairly to rules and mixing with children from other schools).
6. To ensure that every class includes Level 1 competition (competition within the school) at the end of every unit of work.
7. To ensure every child has the opportunity to take part in breakfast, lunch and after school sports clubs, as well as external competitions and tournaments.

## **Guidelines**

### **Pye Bank School will:**

- \_ Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum.
- \_ Aim to ensure every child moving on to secondary school can swim 10 / 25m and has basic water skills.
- \_ Ensure every child has the opportunity to represent Pye Bank in a competitive sports fixture.
- \_ Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- \_ Integrate, where possible; into other curriculum areas (eg use of athletics data in ICT and number work in both numeracy and PE lessons).
- \_ Develop programmes such as Change 4 Life 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
- \_ Ensure children wear the Pye Bank's 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.

## **Inclusion**

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, 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 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.

## **Basic Lesson Plan**

1. Warm up - 3 to 5 minutes gentle exercise or stretching.
2. Introduction (or Revision) - individual or pair work.
3. Development - more challenging tasks in small groups.
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 - make an effort to vary the children chosen.
- \_ Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- \_ Teach boys and girls together - in general insist on mixed groups, 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- work towards children refereeing their own games.
- \_ Choose suitable equipment for the age and ability of the pupils - e.g. in rounders' progressing from: throwing the ball, to using wide tennis bats, to using rounders' bats.
- \_ Count equipment in and out but use pupils, where possible, to help.
- \_ 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.

## **Health and Safety**

### **PE Kit**

#### **Reception, 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 T-shirt for indoors lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day). Properly fitting trainers or plimsolls

**Dance and Gymnastics:** As for Games but bare feet.

**Swimming:** Swimming costume, children are NOT allowed to swim in underwear. Some pools insist on trunks rather than shorts.

**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).

\_ Children 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 or doing PE related work

### **Children without Kit**

At the beginning of the school term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with a member of staff. A child who has forgotten their kit should first be reminded by the teacher. If it is an on-going problem an informal conversation with the parents would be appropriate. We are aiming to have a box of spare clothes that children can use if they have forgotten their PE kit – Please monitor children who consistently forget their kit.

### **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. After the incident the teacher must complete an accident report form which is available in the office.

## **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.

## **Equipment and Resources**

### **Safety**

Small equipment is checked by the subject leader on an on-going 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 established Pye Bank's method of carrying Gymnastics apparatus (to ensure consistency throughout the school, 4 children per mat).

### **Locating equipment**

Gymnastics equipment for all classes is kept in the hall. Core Games equipment is kept in the PE cupboard (the key is available from the School Office). Please keep the cupboard clean and tidy. All equipment should be put back in its correct place in the PE cupboard. Please do not take equipment from the PE cupboard for Playtime and Lunchtime.

Playtime and lunch time equipment is located in the Black container outside next to the Muga (the key is available from the School Office and Pastoral will have a key).

### **Ordering Equipment**

Any new equipment required can be ordered through the PE coordinator. The PE and Sport grant has meant that the school has already invested in new equipment to be used in PE lessons and after school clubs.

## **Assessment and Monitoring**

### **Recording and Assessment**

Each class will use the PE Journals to assess the class's weekly achievement by using self-assessment and encouraging at least 2 children to comment on their learning. 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 assessment sheets for each PE unit. During swimming lessons, distances achieved and National Swim Awards passed should be noted and the PE coordinator informed – ASA certificates will then be presented by the centre. At the end of each unit of work the teacher will assess each child's overall ability on the assessment sheets. 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 the child any specific problems which need to be addressed?

### **Monitoring**

The P.E policy is monitored annually. The Subject Leader will look at planning and PE Journals termly. P.E observations will also take place throughout the year. 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 such as gymnastics.

### **Other Issues**

#### **EXTRA-CURRICULAR SPORT**

Pye Bank's fully committed to providing extra-curricular sporting opportunities. These include:

- \_ Clubs (breakfast and after-school) available to all 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.

#### **LINKS WITH OTHER AGENCIES**

These include:

- \_ Participation in local SFSS sports leagues with other primary schools.
- \_ Visits, and liaison with, outdoor education centres and agencies.
- \_ Team teaching with Miguel Angel Llera Garzon (Ex SWFC player)
- \_ Liaison with the Arches School Sports Partnership team
- \_ After school club with Joe McGovan's Gym based at Hillsborough (Kick Boxing).
- \_ After school club with Vulcan Table Tennis Club.

#### **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 run by Arches School Sports Partnership.
- \_ The PE co-ordinator will have a program of team-teaching set out through the year to support staff. This will be targeted to newly qualified teachers, new staff and in areas where existing staff feel unconfident.

#### **DISSEMINATION and REVIEW**

All staff and governors will receive a copy of this policy. A copy will be available on the School Web Site and in Staff Share. The policy and schemes of work will be available on request to parents, LEA, OFSTED and others working for the school, through the Head teacher.