

Heptonstall J, I & N School.

PE Policy

Aims

We aim to:

- Enable pupils to take part in activities which encourage whole body growth development.
- Enable pupils to learn and develop lessons for life such as team spirit, good sportsmanship playing within rules and self-discipline.
- Introduce children to a variety of sporting activities that they may choose to continue as a leisure activity both now and in later life.

Our aims will be achieved through providing a balance of competitive and non-competitive sport.

Statutory requirements

National Curriculum 2014 states that pupils at key stage 1 should be taught to 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.

National Curriculum 2014 states that pupils at key stage 2 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.

Expectations

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.

The Governing body

Reports are made to the governing body on the progress of PE provision within the school.

This policy will be reviewed every three years or in light of any changes to the legal requirements.

Role of the subject leader

The co-ordinator has the responsibility to take a lead in developing PE further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources.

All teachers are responsible for monitoring standards but the co-ordinator, under the direction of the head teacher, takes a lead in this.

Subject organisation

Teachers are responsible for making their own class plans each half term as part of general planning. This will include details of the area to be covered including lesson plans, based on the Val Sabin schemes of work and sport specific planning.

Teachers will assess pupils on a constant basis. Progress will be reported annually to parents.

The school organises PE by providing a framework in which the six areas are covered evenly throughout the two Key Stages. This incorporates units of work in each area. The hall is timetabled so that each class has two booked sessions per week.

Generally all class teachers are responsible for PE within their own class but it may be necessary to draw on the skills of the PE Co-ordinator. Also there are frequent visits by external organisations, which allows the children to further develop both their skills and interest in specific sports.

Outside the formal curriculum teachers and parents give generously of their time to enable children to participate in school sports clubs. This also provides opportunity to take part in various sporting tournaments and matches after school.

The school uses the PE and Sports funding to further enhance the delivery of PE by providing specialist coaches, the purchased of new and updated equipment etc

Cross curricular

Teachers will seek to take advantage of opportunities to make cross curricular links where possible.

Inclusion

As part of inclusion it may be necessary for certain pupils to be supported by specialist resources and /or individual adult help and should not be excluded from activities.

In order to include those children with specific disabilities and/or health conditions our approach must include:

- Modification of activities
- Parallel activities
- Included activities
- Separate activities

Physical activity provision within the school is developmentally appropriate and a variety of teaching and learning approaches and organisational management are adopted to ensure that:

- Tasks are matched to pupils of different abilities, needs and interests by balancing challenge with the likelihood of success.
- Pupils at different starting points all make progress

Equal opportunities

The Physical Education opportunities offered both within and outside of curriculum time:

- Provide all pupils with equal opportunities to participate and to achieve in different activities
- Ensure that all children have access to a varied programme which allows children the opportunity to meet the national expectations as outlined in the PE national curriculum

Safety

In order to ensure the safety of pupils taking part in physical activity the following steps must be taken:

- All equipment is regularly checked by the LEA representative and the PE Co-ordinator
- All staff supervising physical activity have appropriate training and qualifications
- There are sufficient qualified first aid trainers in school
- Class teachers keep a record of all children with a medical condition that may affect their ability to participate in physical activity.

- All pupils should be appropriately dressed for physical activity
- All pupils must follow the behaviour code of stopping immediately in response to a given command
- Safe and effective exercise procedures are taught and adopted in all activity sessions within and outside of school, this must include a warm up and cool down
- Teachers must carry out an informal risk assessment prior to beginning their lesson and adapt their activity accordingly
- All pupils should set out the equipment as part of their Health and Safety learning
- Equipment should be carried by children in an agreed manner to ensure safety, it is the class teacher's responsibility to ensure equipment is carried accordingly.

Clothing

All pupils should change into PE kit consisting of shorts and a T-shirt for indoor activities and tracksuit bottoms, t-shirt and jumper for out door activities. Long hair should be securely tied back and all hairgrips removed. No jewellery is to be worn. Gymnastics must be done in bare feet. All inside games and outdoor activities require the children to wear training shoes/pumps. If a child routinely forgets their PE kit then their parents will be notified.

Changing

Children up to and including Year 4 will change in their classrooms with an adult present. Years 5 and 6 need to ensure segregation between the sexes when changing; one sex should remain in the classroom to change, while the other uses the cloakrooms. Changing at the swimming baths should be segregated. See appendix 1 for changing policy at the swimming baths.

Resources

All resources are held centrally. Children are responsible for storing and using resources sensibly. This should be under adult supervision and it is the class teacher's responsibility to ensure that the equipment is stored correctly at the end of the lesson.

Excellence and sportsmanship are celebrated by:

- Displays to the class or school
- Participation in sporting competitions
- Sports day
- Certificates
- Reports in the weekly newsletter

Accidents

Any accidents must be dealt with in the following manner:

- All pupils should be made to stop and sit down
- The class teacher must use their professional judgement as to whether they have the relevant skill and knowledge to deal with the injury, or if they need to send for a qualified first aider
- All accidents must be reported to the parents of the injured child
- All accidents must be written in the accident book

Off Site Activities

Any member of staff taking pupils off site for outdoor activities must complete a risk assessment checklist. A health and safety record for all staff and parent volunteers must be completed to ensure transfer of information.

Out of hours activities

The school tries to provide, when possible, a variety of after school sporting clubs which are either run by members of staff or outside coaches from sporting clubs which the school has links with e.g. Huddersfield Town, Burnley Football Club. These clubs are open to all children who attend the school, although some may have limits on age and numbers. Clubs, which are run by external coaches, may charge a weekly fee for the children to attend. All this money goes direct to the coaches and the clubs they work for.

Parental involvement

Parents are encouraged to support their own child's learning through;

1. Supporting school teams
2. Attending clubs both linked to the school and the community
3. Encouraging conversations

Appendix 1

Swimming changing policy.

Arriving at the pool.

- When arriving at the swimming pool all children remain seated on the bus until instructed to get off by a member of staff.
- Children will get off the bus in single sex groups with a member of staff supervising each group.
- While one of the groups of single sex children are taking their socks and shoes off in the spectator area, the remaining children will line up and wait with the other member of staff in the reception area.
- When all the group have taken their socks and shoes off they go into the changing village with their member of staff and are directed into the cubicles in same sex pairs.
- While the first group is entering the changing village the remaining group of children will take their socks and shoes off in the spectator area with their member of staff.
- They will then enter the changing village with their member of staff and be directed into changing cubicles in same sex pairs.
- While the children are changing one member of staff will stand at the entrance to the changing village while the other will stand near the showers to check them before the children enter them.
- Once there are no members of public in the showers the children can enter, shower and then go pool side to wait for their lesson to start. Any members of the public wanting to use the showers are to be asked to wait until the school children have come out.
- When children start going poolside the member of staff standing at the shower end of changing village will stand near the showers at the poolside.
- When children are pool side the adults check the numbers and wait with the children for the lesson to start.
- If it is possible try to keep boys and girls at separate sides of the changing village, but this will depend on how busy the changing village is when we arrive as there will be another school coming out of the pool and possibly members of the public using the changing village at the same time.

Leaving the pool.

- As each group of children leaves the pool a member of staff will accompany them into the changing village.
- Children shower before they get changed.
- As the children come out of the showers, they collect their clothes from the lockers and go into a cubicle, as directed by the adult, with a partner of the same sex.
- The same happens with the other group when they leave the pool.
- If it is possible try to keep boys and girls at separate sides of the changing village, but this will depend on how busy the changing village is as there will be another school coming in of the changing village and possibly members of the public using the changing village at the same time.
- Members of staff stay in the changing village until children start coming out changed.

- As children leave the changing village they go and put their socks and shoes on in the spectator area then line up single file on the ramp.
- A member of staff stays in the changing village until all children have come out while the other stays with the children lining up.
- All children are counted and checked before being taken to the bus by the staff members – one at the front of the line and one at the back.