

# Physical Education Policy



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## **Intent**

The intent of our P.E curriculum is to inspire children to participate in physical activity for the rest of their lives. Through the delivery of unique, broad activities and skills which are fully inclusive, we aim to shape our children into healthy, social and active young people. We intend P.E to develop not only physical literacy and skills, but enable children to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect, decision making, social skills, teamwork and communication. Our curriculum intends to develop pupils' characters, including resilience, confidence and independence, equipping them to be responsible, respectful citizens who contribute to society.

## **Our aims and objectives.**

At Whale Hill Primary School we aim to provide a broad and balanced physical education programme.

Our aims in teaching P.E. are that all children will:-

1. Develop confidence and competence in a range of activities and skills.
2. Acquire a positive attitude towards and an enjoyment of physical activity.
3. Engage in competitive sport and activities.
4. Begin to see physical activity as part of a healthy lifestyle.
5. Be able to take part in physical activity for sustained periods of time.
6. Learn to work in co-operation with others.
7. To develop leadership skills.

In order to achieve this children will have the opportunity to experience the following areas;

- Dance
- Gymnastics
- Invasion Games
- Net and wall games
- Striking and fielding
- OAA
- Swimming
- Cycling (Bikeability/Balance bikes)
- Yoga

## **Out of Hours Learning**

We provide physical activities that both enrich and extend the curriculum through after school activities.

This includes;

- Tag Rugby

- Football
- Tennis
- Table tennis
- Gymnastics
- Multi Skills
- Dance
- Musical Theatre
- Striking and fielding games
- Athletics
- Circuit training
- Boxercise

### **Equal Opportunities**

We recognise that Equal Opportunities is a basic right:-

- To that end racial, gender, cultural and special educational needs (including gifted and talented) are recognised in the delivery of activities.
- Through the programme of study, all pupils (regardless of gender) will receive a broad and balanced variety of physical activities.
- We are aware of ethnic, cultural and religious observances i.e. dress, diet and modesty, which should not preclude pupils from participation.

### **Participation**

The theory is that if the pupil is fit enough to come to school, then they are fit enough for P.E. There are two possible exceptions to this:

- Certain medical conditions - a doctor's note is needed for this;
- Genuine parental concern, e.g. blistered feet, sprained ankle etc - a personal note or verbal message from the parent or carer is needed for this;

In this situation, the pupil should be asked to observe and contribute to the lesson where appropriate.

### **Safety**

Each member of staff is fully aware of any medical conditions of any child they teach and how best to deal with them. Asthmatic pupils may need to

keep their inhaler at hand during a P.E. lesson. They should be taught to take responsibility for getting this themselves. Parents of pupils who wear earrings are asked to sign a form giving permission to wear small studs or for the child to remove his/her own earrings. In the interests of health and hygiene, children are permitted to use a roll-on deodorant after taking part in physical activity. Aerosols are not permitted, owing to the effect on asthmatic pupils.

### **Teaching**

A range of teaching styles will be employed by the teachers, depending upon the age and ability of the children, the nature of the work, and the learning objectives specified. Providing activities that are compatible with children's level of physical development and capability is paramount whilst extending and developing individual competencies. The teachers will also watch for continuity and progression and the pace of progress through the planned work. *Complete PE* is used for planning and delivery, ensuring consistence, continuity and progression based on the whole-school learning grid.

### **Strategies for assessment, recording and reporting.**

#### **Assessment in P. E.**

Assessment is an integral part in the process of teaching and learning. In an informal way it will be part of every P.E. lesson. The teacher's observation of pupil responses to tasks and challenges provide an important means of gauging understanding, diagnosing strengths and weaknesses and in determining the extent of progress in learning. This will in turn be used to inform planning (AfL). In conjunction with this, we employ coaches who provide CPD. These coaches will deliver sessions to pupils allowing teachers to take small intervention groups.

In KS2 children's achievements are celebrated through a display of photographs from curriculum P.E, after school clubs and competition events. A weekly journal is read out in whole school assemblies, by team captains to share sporting experiences to all children and staff. *Spirit of the Games* certificates are awarded to pupils who have partaken in competitions and development sessions.

### **Resources**

KS1 P.E equipment is kept in the P.E Store at the side of the lower school hall. KS2 P.E. equipment is stored in the PE Cupboard at the bottom of the upper school stairs. This cupboard is kept locked and during lessons selected children will be taught where to find and how to handle the P.E. equipment on a rotated basis, ultimately leading to all children taking on this responsibility. Teachers will make sure that everything is replaced tidily and safely once the lesson is over.

All the children will be taught to treat equipment with respect; to collect, use and replace individual items in the appropriate place.

If any equipment is found to be faulty or unsafe, the teacher will remove it from use and report it to the P.E. Co-ordinator.

Every child has access to additional resources at playtime and lunchtime.

### **Strategies for Ensuring Continuity and Progress**

#### **Planning in P.E.**

- Planning in P.E. is a process in which all teachers are becoming involved (*Complete PE* scheme)
- Work is planned by individual teachers/teams for each half term in accordance with National Curriculum requirements and is monitored by the P.E. Co-ordinator.
- Teachers follow the appropriate Key Stage map in accordance with the School Sports Partnership and *Complete PE*, using the scheme of work provided to plan for the units appropriate to their year groups.

#### **The Role of the P.E Co-ordinator**

One member of staff is delegated to:-

- ◀ Play lead role in the development of P.E. practice through the school;
- ◀ Be the collection and dissemination point for information about P.E.;
- ◀ Be responsible for resources and advise as regards priority resource needs;
- ◀ Offer direct/indirect support to staff as appropriate;
- ◀ Assess staff development needs and highlight any appropriate training; organize and arrange CPD
- ◀ To develop sporting links with the wider community;
- ◀ To monitor medium term planning to ensure high quality of P.E.;
- ◀ To monitor the teaching and learning of P.E. through focused lesson observations;
- ◀ To collect end of year assessment grids and monitor the standards reached by children in P.E. This also highlights information on least-active pupils so that we can provide extra sessions/support for pupils and families.
- ◀ To work in co-operation with the School Sports Partnership to ensure a broad and varied P.E curriculum;
- ◀ To ensure that the pupils are getting the most out of the Sports Premium funding through entry to the School Sports Partnership and extra-curricular clubs;
- ◀ To work in conjunction with School Sports Co-ordinator to devise, revise and update the school's P.E. action plan.

#### **PE and Sports Premium Funding**

The premium has been used to fund additional sustainable improvements to the provision of PE and Sport throughout the school. This has included the inclusion of Yoga sessions across the school and Funky Feet as a progressive thread throughout EYFS. All staff have had the opportunity to work alongside external coaches with a view to upskill them and ultimately teach lessons independently. Some staff have worked alongside other year groups to show the range of skills as children develop throughout the school. In addition, money has been used to finance transport to competitive events and development days ensuring a consistent participation level in Partnership events.

### **Redcar and Eston School Sports Partnership Membership**

Our membership of the school partnership for several years has built a strong relationship. Our SSCO is a familiar visitor throughout the school supporting staff and assisting the PE co-ordinator in producing a yearly action plan, team teaching opportunities and for ensuring continued improvements in our provision. Their contribution has enabled us to achieve a silver award for the last four years in the Sainsbury's School Games award.