

Great Orton Primary School



PE Policy

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1	Matthew Walker	January 2023	24/03/2023

Intent

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, it enables and empowers them to make informed choices about continuing physical activity throughout their lives; to maintain and improve their mental and physical health.

The aims of PE are to:

- provide children with a minimum of two hours per week of physical activity
- enable children to develop and explore physical skills with increasing control and co-ordination;
- encourage children to work and play with others in a range of group situations;
- advance how children perform skills and apply rules and conventions for different activities;
- increase children's ability to use what they have learnt to improve the quality and control of their performance;
- improve children's ability to control equipment and use it effectively
- teach children to recognise and describe how their bodies feel during exercise;
- to cultivate the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how evaluate their own success and succeed at a range of physical activities.

Implementation

PE is a foundation subject in the National Curriculum. The statutory requirements can be found in Appendix A.

We support the development of pupils and staff through targeted specialist delivery supported by the Government Sports Funding allocation

We plan the PE activities so that they build upon the prior learning of the children. Planned progression is built into the planning cycle and there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. Children are increasingly challenged as they move up through the school and they are assessed at the end of each half term. This data can be given to the next teacher, so they can begin teaching at the correct level.

The Foundation Stage - We encourage the physical development of our children in the reception/KS1 class as an integral part of their work and ability to lead a happy, healthy life. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five years of age.

We facilitate the children in developing proficiency, confidence in and control of the way they move, along with their handling of tools and equipment. This occurs through indoor and outdoor Continuous Provision and discrete PE lessons. We give all children the opportunity to undertake activities that offer appropriate physical challenge, by using a wide range of resources to support specific fine motor, gross motor (including core strength, balance and co-ordination) and life skills e.g. using the toilet and dressing.

Equal Opportunities including Teaching PE to children with Special Educational Needs

At our school we teach PE to all children, whatever their ability or needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment of PE allows us to monitor each child's attainment against age related expectation and consider if our practices are maximising their ability to progress. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take different or additional action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. When progress falls significantly below the expected range, the child may have special educational needs. If the child has not already been acknowledged by the SENDCO it is our duty as teachers to draw attention to the child's difficulties and seek expert help. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE. We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Curriculum Planning

Planning has been provided for this year by Carlisle United Football Club who are specialist sports coaches qualified to deliver Primary PE. Coaches are at least at level 2 trained and some are qualified in higher levels in particular sports. This year's plans are within the PE planning file and a full range of sports and skills has been planned. In addition to this, a two-week block of swimming has been scheduled for the summer term at 'The Pools'.

Assessment and recording

Each half term the skills taught in a particular unit will be assessed, copies of which will be in the PE file. This will inform coaches and staff with the next steps required in any child's stage of development.

Monitoring and Reviewing

Staff will regularly observe the teaching from the sports coaches as a way of developing their own skills in this subject. Guidance from PESS states that coaches should not routinely be left to deliver the National curriculum for PE although coaches at level 2 and above with the discretion of the headteacher may be allowed to teach unsupervised following a period of induction. Coaches should be clear where the teacher responsible for the class is and be able to call on them for assistance should it be required. Where standards of teaching fall below an acceptable level, teachers should inform the headteacher.

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader and class teachers. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in

the school. be gleaned through lesson observations, staff questionnaires and pupil voice activities.

Health and Safety

Children should only refrain from physical activity during PE lessons on health grounds, if their parents/carers request this, either by direct contact with the school or in a note to their teacher. However, they may be included in a different role during the lesson such as an evaluator, scorer, coach etc. Persistent absence from PE lessons will require further investigation and may involve phone calls home.

We encourage the children to consider their own safety and the safety of others at all times. In order to minimise risk or injury:

Children should dress appropriately in a PE kit including plain dark shorts/tracksuit bottoms and a plain white t-shirt. Children should wear appropriate footwear – plimsolls for indoor PE, trainers for outdoor PE and bare feet for gymnastics and dance.

No jewellery to be worn in PE. Earrings must be removed.

Long hair should be tied back.

Children will be trained to lift and carry apparatus sensibly under adult supervision, which will be checked by an adult for safety before use.

Any damage to PE equipment must be reported to the PE coordinator as soon as possible.

The school employs an external contractor to undertake an annual equipment maintenance check.

Impact

We want our children to be successful in sport. We aim to develop an enjoyment of sport that will see them engage with it throughout their lives. We want children to understand the positive effects of physical activity on the body and mind as well as the positive social aspects of being involved in sport. Children may develop a passion for a particular sport and we would encourage and support the development of the child as best we could through lessons and success at competitive events.

Appendix A

Early Years Statutory Framework

Physical Development

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.

Statutory Framework for KS1

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 cooperative 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

Statutory Framework for KS2

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.

Statutory Framework for Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

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