

Rimrose Hope C of E Primary School - Physical Education Policy

Vision Statement

Physical Education is considered by the school, to be an integral part of the development of children. It addresses some skills that cannot be taught in any other curriculum area whilst also reinforcing many other aspects of the curriculum.

Physical Education should inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help embed values such as fairness and respect.

Physical Education also contributes to the curriculum aims for all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Aims and Objectives

Physical education aims to ensure that all pupils

1. Develop competence to excel in a broad range of physical activities
2. Are physically active for sustained periods of time
3. Know the benefits from involvement in physical activity and value physical activity and its contributions to a healthy lifestyle.
4. Engage in competitive sports and activities

PE Curriculum Planning

The School has adopted resources written by Sefton LEA for Foundation, Key Stage 1 and Key Stage 2. The resources were written around the National Curriculum and QCA Schemes of Work. These include long, medium and short term plans for Games, Dance, Gymnastics and Swimming. In conjunction with all these resources are dovetailed inclusion programmes. 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 Foundation Stage

We encourage the physical development of our children in both Nursery and Reception classes as an integral part of their work. As both classes are 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, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Key Stage 1

Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance, co-ordination, individually and with others. They should be able to engage in competitive (both against themselves and others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

Master basic movements such as running, jumping, throwing, 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 implement 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 succeed in different activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

Use running, jumping, catching and throwing in isolation and in combination

Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics

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 to achieve their personal best.

Swimming and water safety

All Key Stage 2 pupils should be taught to:

Swim competently, confidently and proficiently over a distance of at least 25m

Use a range of strokes effectively such as front crawl, backstroke and breaststroke

Perform safe self-rescue in different water based situations

Time Allocation

Pupils at both Key Stage 1 and 2 are encouraged to take part in 2 hours of PE per week

A structured progression of skills and experiences are essential. We give all children the opportunity to undertake activities that offer appropriate physical challenge both indoors and outdoors.

Cross curricular studies

Children should have opportunities to develop and apply a variety of skills:

Understanding English, communication and languages:

Pupils are able to express themselves clearly, considering contemporary issues that affect their well being.

Mathematical Understanding:

Pupils are able to use and apply a range of mathematical skills including number, measurement, shape and space, graphing and data handling in their PE activities.

Scientific and technological understanding:

Pupils are able to use and apply the use of digital, video and photographic technology to make improvements in skills, actions, sequences and performances.

Pupils are able to learn about changes in their bodies during physical activities and how exercise helps to strengthen muscles and bones. Pupils also learn how to prevent disease through good hygiene practices

Understanding the Arts:

Pupils are able to connect expressive movements within dance, with stamina, poise and physical capability.

Religious Education:

Pupils are able to explore ethical and moral issues relating to real life choices and decisions and through making informed choices and decisions at school, their lives, at home, and within the wider community

Equal Opportunities

Expectations are high for all pupils and opportunities will be given to all children irrespective of gender, race, ability or disability.

Teaching PE to children with Special Needs

All pupils in our school, including those with special needs, are entitled to a comprehensive programme of physical education which:

- Fulfils the statutory national curriculum requirements
- Takes into account their individual needs and differences
- Provides them with opportunities to pursue activity beyond school

Differentiation is achieved through outcome, tasks given, resources used and teacher intervention.

Assessment and Recording

The assessment of PE is an integral part of teaching. It allows teachers to identify what has been learnt and to monitor pupils' progress. Assessment should also diagnose and identify ways of overcoming particular learning difficulties.

Teachers assess children's work in PE by making assessments as they observe them working during lessons. This could be undertaken via teacher observation, pupil responses to specific tasks set or responses to specific questions.

Resources

The school hall, play court and field are used for most PE activities.

Most of our small equipment is stored in the PE cupboard in the hall, which is not accessible to children. The hall also contains a range of larger equipment and the children are encouraged to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely.

We also have a dance studio, which is used for creative activities such as dance and drama.

Bootle Sports Centre pool is used for Key Stage 2 swimming lessons.

Health and Safety

Safe and effective exercise procedures are taught to children, including warm ups and cool downs. All PE activities are organised with regard to the school's health and safety policy and LEA guidelines (BAALPE 2012)

All teaching staff in school have been trained to use TOP Play, TOP Sport and Fit for Tops. The PE Co-ordinator will direct any new teaching staff, who have not been TOPS trained to the relevant training course.

All teaching staff have received basic first aid training. Each class teacher should make coaches/support staff/cover staff, aware of any medical conditions that may affect a child's ability to participate in physical activity. All children needing medication, for example, an inhaler, should have their medication with them at all times during PE (kept in medical bag) Before starting a lesson, the teacher in charge will make a risk assessment of the area and equipment being used and will alter activities as required to ensure maximum safety. Risk assessment will be ongoing, and pupils' attention will be drawn to any new equipment, which they may be unaware of. The children will also be encouraged to make their own risk assessments.

A PE Kit of white t-shirt, wine shorts and black pumps / training shoes must be worn when doing PE. Tracksuits can be worn for outdoor games in the winter months.

When swimming girls should wear a single piece swimming costume and swimming trunks for boys, bikinis and swimming shorts are not permitted for health and safety reasons. All pupils must wear a swimming cap.

Jewellery, including watches, are not allowed during physical activities. Pupils with newly pierced ears, who are unable to remove earrings, are asked to provide plasters to cover them to reduce risks. Long hair should be tied back.

Teachers too, should set a good example by wearing appropriate clothing when teaching PE.

Non Participants

Children must bring a note from home, if parents wish them to be excused from PE lessons due to health reasons.

All children who are unable to participate in the physical aspects of a lesson should be involved in the planning and evaluating of activities wherever possible.

Monitoring and review

The PE Co-ordinator, in conjunction with the Headteacher will be responsible for identifying priorities for staff development, having taken into consideration staff views, curriculum needs and the PE/School Development Plan. Staff will be informed of any relevant courses and attend INSET when required.

The PE Co-ordinator has specially allocated time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

Extra Curricular Activities

The school provides a range of PE related activities for children at the beginning/end of the school day or during lunch times. These encourage children to further develop their skills in a range of activity areas.

The school takes part in regular sporting fixtures against other local schools.

Clubs are run for different age groups in each key stage, by teachers, assisted by adults other than teachers (AOTTs) and outside coaches linked with local clubs or the school sport partnership.

The school also offers a selection of extra-curricular activities held off site, taking advantage of Crosby Lakeside Activity Centre and Riding for the Disabled at Crosby Hall Educational Trust.

Adults other than Teachers (AOTTs)

AOTT's are used within the school to enrich the curriculum. These may take the form of external coaches used to enhance and support specific areas of learning. Other adults attached to the school (LSA's/Parents) are used to support clubs/activities throughout the year. All AOTT's have to be CRB checked and are made aware of all health and safety policies within the school.

Links and Liaisons

The school has forged links with a number of local primary and secondary schools, sporting clubs, outside agencies and events. We take part in lots of sporting activities run by our feeder High School, as we feel it encourages and strengthens KS2/3 links, as well as providing positive role models for our children.

Review

The policies, practices and documentation will be reviewed annually by the PE Co-ordinator and the Headteacher and will inform the PE development plan which is linked to the school's development plan.