

Slaithwaite CE J & I School



P.E Policy

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Introduction

Slaithwaite Primary School recognises the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

Intention and Aims Generally

It is the intention of the school to provide a broad and balanced PE curriculum to aid and increase children's self-confidence in relation to their ability to manage themselves and their bodies within a variety of movement situations.

The aim is to cater for the different strengths, needs and preferences of each child by using differentiated activities (where appropriate) consisting of individual paired and group activities. Through the variety of opportunities that PE offers children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries. A range of activities will therefore be provided with a broad base of movement knowledge, skills and understanding, which children can refine and expand throughout their primary school years.

Children of all abilities will be encouraged to join clubs and organisations with the aim of extending their interest and involvement in sport. We will also encourage children to develop their creative and expressive abilities, through improvisation and problem-solving.

Children who are taught to appreciate the importance of a healthy and fit body begin to understand those factors which affect health and fitness. Our aim to raise children's awareness in this regard is therefore closely aligned with the school's policy on Personal, Social and Health Education (PSHE).

Through the Government Funding for Sport the School will, where possible, provide opportunities for both pupils and teachers to work with and alongside PE specialists and sports coaches. The aim is to enhance specialist and coaching facilities and to develop the skills and expertise of staff to provide better coaching, mentoring and advice to pupils across the whole PE and sport spectrum. Spending will be reviewed and published on the school website.

Specific Aims in relation to Physical Development

Different experiences for different age groups will ensure all pupils will be exposed to a range of appropriate challenges as they move through the school so that they:

- Develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- Become aware of the different shapes and movements that can be made with the body.
- Develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- Become aware of the benefits of a fit and healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
- Appreciate of the value of safe exercising.

Specific Aims in Relation to Social, Emotional and Cognitive Development

Participation in PE and sport have, other additional benefits which should help to: develop a love of physical exercise.

- develop the ability to work independently and communicate with, and respond appropriately towards, others using verbal and non-verbal communication.
- develop confidence in skills and abilities.
- promote an understanding of safe practice, and develop a sense of responsibility for the safety of others.
- realise that the right exercise can be fun and energise other things in life.
- create and plan games for mutual benefit.
- develop a sense of fair play.
- develop decision making and problem solving skills.
- develop reasoning skills and the ability to make judgements.
- develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- develop the ability to communicate non-verbally with the body.
- improve observational skills, the ability to describe and make simple judgements, and to use this knowledge and understanding to improve performance.
- understand that using correct techniques will improve accuracy and performance.
- enable performance evaluation and the ability to act upon constructive criticism.

Spiritual, Moral and Cultural development

Developing a positive attitude generally is not simply about celebrating sporting success and learning to lose well; but also encouraging children always to do their very best regardless of their ability; praising progress and achievement in a way that does not cause fear or upset for lack of performance or failure; and treating team mates,

opponents and referees with respect. Essentially, using every opportunity to maintain and raise self-esteem all round.

The PE Curriculum

In the Reception Class (EYFS), opportunities will be provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity will last at least 2 hours each week.

Pupils in both KS1 and KS2 will engage in lessons of high quality PE each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities.

At KS2 pupils will continue to apply and develop a range of skills and units of work which include a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming. Children's experiences will also be enriched through opportunities for outdoor and adventurous activities. A range of resources will be used to support progression across the curriculum including: TOP sport resources, and specialist coaching sessions for different sports with planning included. Year 5 includes swimming. Teachers should ensure that pupils are aware of their PE days and that when kit is brought in, PE is actually delivered.

Swimming

Swimming lessons will be compulsory for all children from Year 5. Lessons will be provided by Local Authority employed swimming coaches at Slaithwaite Swimming baths. In year 5 all children will need a swimming kit.

For boys this means swimming trunks, no long shorts and for girls a one piece swimming costume.

All children have to wear their own swimming cap and provide their own towel. Goggles can only be worn if parents have requested it in writing for medical reasons.

Earrings in PE/Swimming

Ideally earrings must be removed before participating in PE lessons (including swimming). If a child is not able to remove their own earrings parents should do so before school on a PE day. Children can have their earrings taped with micro pore during P.E. **but not during swimming sessions (they will have to take them out for swimming)**, However a teacher may ask a child wearing earrings not to participate in an activity if they feel the risk is sufficient.

Staffing/Staff Development

Each class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their class. It is intended that all staff will take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. It is further intended that staff should be comfortable and competent in the area of activity being taught. Where additional support is required this will be provided by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses will provide feedback and disseminate information/learning.

Safety

In order to minimise the risk of injury:

- children should dress in shorts/ tracksuit bottoms and t-shirts.
- children will work in bare feet for all indoor and apparatus work.
- plimsolls or trainers are worn for outdoor games, together with long pants/leggings and hoodies if cold.
- jewellery is not to be worn. Ears pierced will be covered with medical tape but should be removed where possible.
- long hair should be tied back and rigid headbands should be removed.
- children will be trained to lift and carry any apparatus sensibly into position under adult supervision, which will be checked by a teacher before use.

Accidents

Other than minor accidents the child should **NOT** be moved. All children must stop and sit down quietly and a responsible child should be sent to inform the Head teacher or first-aider. The accident should be recorded in the accident book located in the general office. Any knocks to the head should be reported to the first-aider, and the standard letter sent home advising parents.

Safeguarding

All adults working with children in school with children will be DBS checked.

After school clubs/ activities

Varied extra-curricular activities (both competitive and non-competitive) compliment and supplement the range of activities covered in curriculum time. The planned programme for 2017/2018 reflects a breadth and balance across the national curriculum areas of activity, including dance, games and athletics. A range of interschool fixtures, tournaments and festivals within the Pennine Sports partnership will be participated in. Children will be informed of after school clubs or competitive and non-competitive events as they happen throughout the year.

Links with Other Subjects

PE links to other subjects, e.g. PSHE developing team building skills, supporting others etc. Literacy, (recount/report/instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting/measuring and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

Equality

All aspects of PE will be taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives will be set in line with the school's Special Needs and Equality Policies.

INCLUSION

Setting Suitable Learning Challenges

Teachers of PE should teach knowledge skills and understanding in ways that suit their pupils abilities, (teachers may be required to choose areas of study from earlier or later Key stages).

There must be a degree of flexibility within the programme to cater for pupils who have experienced interrupted schooling.

A greater degree of differentiation will be necessary for pupils whose attainment falls significantly below the expected levels at a particular key stage.

Pupils whose attainments significantly exceed the expected level need to be set suitably challenging work by the teacher.

Responding to Pupils Diverse Learning Needs

At Slaithwaite CE Primary School, PE Curriculum planning sets high expectations and provides opportunities for all pupils to achieve, including

- Boys and girls
- Pupils with SEN
- Disabled pupils
- Pupils of different ethnic groups
- Pupils from diverse linguistic backgrounds

Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Pupils

A minority of pupils will have particular learning and assessment requirements, which go beyond the normal provision. These requirements are likely to arise as a consequence of a pupil having a special educational need, a disability or may be linked to a pupil's progress in learning English as an additional language.

Teachers delivering the PE Curriculum will take specific action to provide access to learning for these pupils by:

Helping with communication, language, literacy (through the use of demonstration, signs and symbols).

Developing understanding by:

- Using materials and resources which pupils can access through sight, touch and sound.
- Encouraging pupils to take part in exploring the environment around them.

Planning for full participation by:

- Using specialist equipment
- Providing support from adults or peers when needed
- Adapting tasks or environment
- Providing alternative activities where necessary
- Managing behaviour by:
 - Setting realistic demands
 - Using positive behaviour management
 - Giving pupils the chance to develop co-operative skills
 - Teaching pupils to value and respect each other
 - Encouraging/teaching independent learning
 - Teaching essential safety.

Managing emotions by:

- Providing adapted modified alternative activities
- Providing positive feedback to build self-esteem
- Selecting tasks sensitively to avoid unnecessary stress for the pupil
- Creating a supportive environment in which pupils can engage in learning.

Pupils with disabilities:

Teachers must take care in their planning to ensure that disabled pupils are enabled to participate as fully and effectively as possible.

Pupils with EAL

Use of Language

- Teachers use language precisely and cogently
- Pupils are expected to listen to others, respond and build on their ideas and views constructively
- The use of word walls/visual display with the appropriate language should be used in suitable areas

NON-PARTICIPANTS

Pupils excused from PE should take an active part in the lesson through evaluating performance of designated groups or individuals.

Records and Assessment

Assessment for learning will be made through short term (daily/weekly) observations of children's work, through discussion with the children, and through their own self-assessment. Assessment of learning will be made through medium term (summative) assessments and longer term (formative) assessments.

In year 5 an assessor from school pyramid will evaluate and select Gifted and Talented pupils for challenging opportunities.

School Sports Partnership (SSP)

The school is a member of the Pennine Sports Partnership (PSP) and as such has access to curricular support, competitive opportunities for pupils, opportunities to be inspired by sporting ambassadors, and training for staff via the partnership. Accordingly, the School aspires to the 7 High Quality National Outcomes which guide the work of all SSPs:

- Increased participation in high quality PE.
- Increased participation in high quality out of school hours learning.
- Increased participation in high quality informal activity.
- Increased attainment and achievement through PE and sport.
- Improved behaviour and attitude in PE, sport and whole school.
- Increased participation in competitive and performance opportunities.
- Increased involvement in community sport and improved quality of community life.

Monitoring and Review

Reviewed: September 2017

Next review date September 2018