

# Physical Education Policy

## Brixworth CEVC Primary School



**BRIXWORTH**  
CEVC PRIMARY SCHOOL

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## **Physical Education Policy Introduction**

Brixworth C.E.V.C 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. Children and adults should be Physically Literate. Physical literacy is merely about developing the fundamental movement skills that all children need, such as running, hopping, throwing, catching and jumping. These movement skills in turn give children the confidence to participate in different physical activities, sports, and games.

### **Our aims for a bright future in sport**

We aim to provide a broad and balanced PE curriculum to aid and increase children's self-confidence.

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.

Children of all abilities will be encouraged to join clubs and organisations with the aim of extending their interest and involvement in sport.

We aim to foster children's thoughts and the importance of a healthy and fit body and begin to understand those factors which affect health and fitness.

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.

With the support of these specialist we want our gifted children to attend clubs which will help them excel beyond the borders of local competitions to county and district awards.

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 (see appendix A for more detail)

Participation in PE and sport have other additional benefits (see appendix B for more detail)

All children are to adopt the school approach of gracious winners and sporting losers. We want to create the atmosphere and image that Brixworth are a supporting school whether they win or lose.

Children will be selected for competitive sporting tournaments based on ability but for other sporting events we will, where possible and appropriate, pick a wide variety of children. Children need to understand that like art, drama and music, P.E allows some to excel more than others and that this is ok.

### **The PE Curriculum**

In the Reception Class, 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 1 hour each week. Children will also need to complete 1 hour of indoor physical activity, with a variety of activities including gymnastics, athletics and simple station rotations.

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. This should include time on the activity areas and games should be created within these areas. A range of resources will be used to support progression across the curriculum including: Online PE planning, Team teach and upskilling for staff and specialist coaching sessions for different sports including dance and gymnastics. Although no reference is made to KS1 following specific sporting games, the need to compete in games like hockey, basketball and cricket are vital in the younger years as well as KS2.

### **Swimming**

Swimming lessons will be compulsory for all children within their school life. Lessons will be provided by employed swimming coaches.

Even if a child is competent at swimming and has the required badges, they will be required to go for lessons. This will enable them to learn skills of racing and staying safe in the pool.

### **Curriculum Differentiation**

The school uses the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example, with a particular focus on fine motor skills if hand to eye coordination is a challenge. S = change the space available T = change the time allowed E = change the equipment, e.g. softer or larger balls, different sized bats P = change the people, e.g. size of the groups 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 or specialist sports coaches. All staff who attend CPD courses will provide feedback and disseminate information/learning.

### **Safety**

In order to minimise the risk of injury:

- pupils are taught how to improve their own abilities to assess risks
- first aid equipment is available and should be taken out for physical activity, and all staff are trained in what action to take, including calling for assistance in the event of an accident
- inhalers for pupils suffering from asthma are made readily accessible and taken outside for lessons
- children with diabetes are monitored closely throughout and after PE lessons by staff
- each teacher is responsible for safety checks on the equipment and recording any damage to the equipment before each P.E lesson
- the subject leader makes termly visual checks for wear and tear and security of major items
- equipment is also checked each year by outside agencies. All staff are responsible for reporting if any items show wear and tear. In the event of any damage, items constituting a danger are taken out of use immediately
- pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult. KS1 and FS are not allowed to carry larger equipment
- pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc. )
- pupils wear suitable footwear when travelling to and from the hall  
If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground

- staff wear appropriate PE clothing and tie hair back when teaching PE and Sport lessons.

### **Non- Participation**

In the event of a child not participating in a PE lesson, a record is kept by the teacher and the note from the parent. If no note is received, then send a message home in their message book. If this is a regular occurrence, the teacher will set up a meeting with the parent to negotiate a way forward. The teacher will also find an alternative role for the pupil such as team manager, score counter, equipment manager, recording supervisor or lesson report writer. Do not ask your child to write lines or read a book in the lesson.

### **Jewellery & Earrings in PE/Swimming**

- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair is tied back. (except for religious or medical reasons-these should then be covered.)
- If a child is not able to remove their own earrings, parents should do so before school on a PE day. If there are exceptional circumstances which prevents this from being possible for a defined period of time, parents should provide a letter explaining the reasons and the date from which earrings can be removed. During this period the earrings will be made safe using micropore tape, however a teacher may ask a child wearing earrings not to participate in an activity if they feel the risk is sufficient.

### **Out-of-school-hours Learning (OSHL)**

Varied extra-curricular activities (both competitive and non-competitive) compliment and supplement the range of activities covered in curriculum time. The planned programme will reflect 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 Daventry and South Northants district will be participated in. A documented timetable of clubs and events will be published within the school's weekly newsletter and the PE notice board will raise awareness about OSHL.

### **Links with Other Subjects**

It is vital that we show the importance of Physical Education in the wider ethos of the school (For full details of potential cross curricular links see Appendix C)

### **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.

### **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. Although there is no formal written assessments yet, each teacher is responsible for knowing broadly the thinking process in PE, social interaction, healthy living feelings and physical ability of the children in their class.

### **School Sports Partnership (SSP)**

The school is a member of the Daventry and South Northants Sports Partnership (DSSP) 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 DSSPs:

- 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.

The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

### **Monitoring and Review**

The subject leader will oversee the continuity and progression within annual and medium term plans.

They will also monitor the quality of teaching and learning through observations. The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.

**This Policy will be reviewed annually**

## **Appendix A**

- 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.

## **Appendix B**

- Develop a love and confidence of physical exercise that is embedded throughout the school with children and staff.
- Develop the ability to work independently and communicate with, and respond appropriately towards, others using verbal and non-verbal communication.
- 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, 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 and 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.

## **Appendix C**

- English - Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.
- Maths - Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.
- ICT - Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills. Videos of professional/skilled athletes are also used to help develop good technique.
- PSHE - PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.
- Christian Values - Through sport children are taught the values of respect, trust, honesty, friendliness and perseverance.