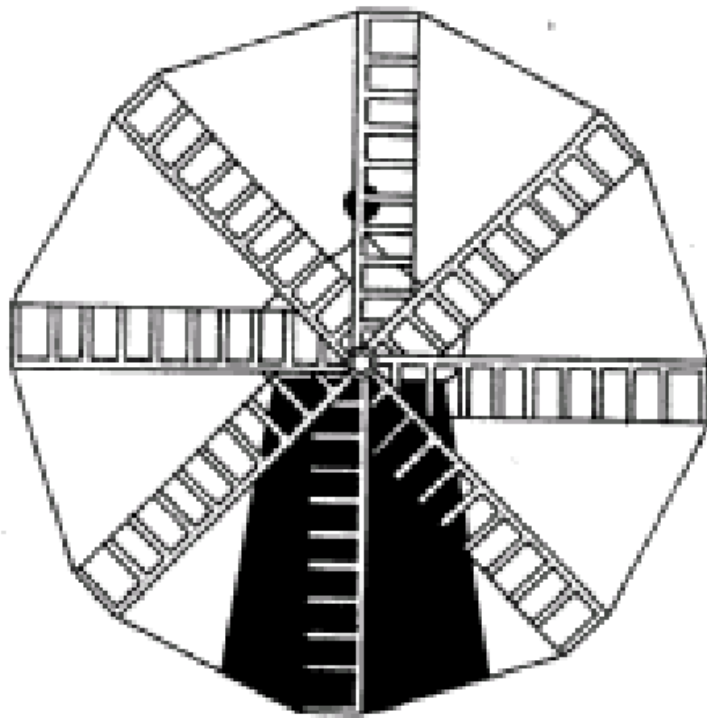


P.E. Policy

Heckington St. Andrew's C of E Primary School

Respect + Responsibility + Relationships + Resilience + Reverence
Five Rs = Ready for Life

"I have come that they may have life, and have it to the full." John 10:10



Approved by:

Curriculum & Standards Committee

Date: July 2019

Last reviewed on:

Next review due by: July 2023

Description of policy formation and consultation process:

We believe that policies should reflect the ethos and beliefs held by the whole school community, therefore a wide range of representatives were actively involved in the compilation of this policy. The people involved in this process are:

- Staff
- Governors

Rationale

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore, both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, challenging, and achievable. Through the use of a structured PE programme, the children develop their fundamental skills, Agility, Balance and Co-ordination and are given many opportunities to apply these skills in competitive situations, individual and within a team.

At Heckington St Andrew's School, each class will receive 2 hours of physical activity per week. One lesson will work on fitness and skills. The second lesson will vary on year group but will give the children opportunities to apply their skills to game situations. We are keen to improve fitness across the board and will monitor for KS2 through regular fitness tests offered by Carre's Grammar School Outreach and self-evaluation by the children.

KS1 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. (New National Curriculum)

KS2 pupils should be taught to:

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.

- Consolidate their skills in agility, co-ordination and balance.
- Continually work to improve fitness, encourage the children to want to be fit.
- 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] and set their own challenges to improve.
- 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. (New National Curriculum) Lessons in KS2 will take the whole-part-whole approach to develop their independent skills, analysing their own performance and identifying areas of development. Once this has been practised they can then use these skills in a game situation and see the improvements.

Aims

Guidelines

- Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Ensure every child has the opportunity to represent Heckington St Andrew's in a competitive sports fixture.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas (e.g. use of athletics data in ICT and number work in both numeracy and PE lessons).
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Involve the outside community where possible - e.g. Sports Day - parents, Clubs, Inter-school matches – working alongside our school partnership.
- Ensure children wear the Heckington St Andrew's expected P.E. kit. for all lessons. Also, ensure teachers change into appropriate clothing to teach PE lessons.
- Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, co-operation, competition and tolerance may develop.

The P.E. Curriculum

Framework

The sports leader plans lessons in accordance with national schemes that give proven results. At Heckington St Andrew's we ensure a varied inclusive programme of PE is provided; a happy red face is what we are aiming for at the end of each lesson.

Time Allocation

Each class is timetables 2 hours per week of Physical education.

Units of Work

For every unit of PE taught, the children will self assess via the 'confidence line'; this is recorded by the teacher by taking photos. The teacher will then record their own assessment: this will inform their planning for the next unit. Teachers will track this electronically via the Complete PE resources. Teachers to inform PE Leader if pupils are working significantly below expected standards. All children will take part in swimming lessons during Summer 2. Year 6 teacher to ensure that all children can swim at least 25m. By the time the children leave the school in Y6, they will be able to swim three different strokes competently and swim a distance of at least 25m.

Basic Lesson Plan

- Active warm up and stretching whilst teacher leads discussion on effects of the body etc.
- Outline outcomes of the lesson and expect children to set learning goals, coaching points and steps to success
- Skills taught and practised
- Skills applied within an adapted game
- Reflection on performance
- Cool down whilst evaluation takes place

Further Points to Consider

- Insist on correct and safe PE kit - see section in Health and Safety.
- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs, depending on the activity.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (e.g. 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition, promoting children to reflect on their ability, not moving on before they are secure.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Count equipment in and out but use pupils, where possible, to help.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.

- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. Children should be setting their own goals and challenging or adapting each activity to ensure they are always being challenged.

How PE teaching is monitored

PE is monitored annually. The Subject Leader looks at planning and will observe lessons. When appropriate it is also possible that the P.E. Subject Leader will seek the support of a specialist to evaluate particular areas of the curriculum.

Health and Safety

PE KIT KS1 and KS2

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children. If children have no PE kits in school they will take part in the PE lesson in their school uniform. We do not lend/borrow PE kit from other pupils. Some articles of clothing are available in the lost property box.

Inside:

Shorts and T-shirt for indoors lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day). Children to walk to the hall in shoes but then complete activities in bare foot or plimsolls.

Outdoor:

Children can wear tracksuit bottoms and a hoody.

General Points

- Teachers should also wear appropriate clothing.
- Jewellery must be removed. Teachers will not take responsibility for looking after jewellery.
- Children should bring a note from parents/carers if they are unable to participate through injury but should be supported with a doctors note if the injury is more serious and continues over two weeks. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through injury should stay at school with their/ another class.
- In all other PE lessons children not participating should remain with their class, helping in the lesson or doing PE related work.

Children Without Kit

At the beginning of each term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem an informal conversation with the parents would be appropriate. Not having a PE kit should not lead to a child missing out on PE wherever possible.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant/ a sensible child should accompany the children to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary. Children with longer term medical conditions or injuries will need a health care plan to ensure they are safely taking part in PE.

OTHER ISSUES

Swimming sessions have been risk assessed and there is a guidance sheet which all staff have and this is given to supply teachers taking classes swimming by a member of the leadership team. The premises have been risk assessed by the site manager. All playgrounds and halls (including apparatus) will be safety checked annually by a specialist company. Equipment is dealt with below.

Equipment and Resources

Safety

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE co-coordinator and taken out of use. Children should be made aware of safe handling of the PE equipment.

Locating equipment

All equipment is kept in the outside shed. Please ensure that all equipment is returned straight after the lesson and in the correct place. It is the teacher's responsibility to ensure all equipment is returned.

EYFS physical development equipment is stored in their outside area.

Ordering Equipment

Any new equipment required can be ordered through the PE coordinator. The PE and Sport grant has meant that the school has already invested in some new equipment but suggestions should be made if necessary.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

Recording and Assessment

After each lesson the teacher will annotate their plan and ensure this is readily available to any other teacher teaching that year group.

Other Issues

EXTRA-CURRICULAR SPORT

Heckington St Andrew's is fully committed to providing extra-curricular sporting opportunities. These include:

- Clubs
- Competition against other primary schools in a wide range of sports through local school arrangements.
- Friendly matches against other schools/groups.
- Exhibiting work. For example, a dance performance in assembly

LINKS WITH OTHER AGENCIES

These include:

- Participation in local sports leagues with other primary schools.
- School partnership links- Carre's Grammar School
- Visits and liaison with, outdoor education centres and agencies.

STAFF TRAINING

- The PE co-ordinator will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the PE.
- Staff encouraged to use Complete PE as a point of reference and share best practice.