



St Mary's Hampton

Church of England Primary School

Physical Education Policy

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INTRODUCTION

St Mary's Hampton C of E Primary School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate.

We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play and teamwork.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can perfect and expand throughout their primary school years. We encourage children to develop their creative and expressive abilities, through improvisation and problem solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand the factors, which affect health and fitness. This work is closely aligned with our policy on Personal, Social and Health Education (PSHE).

Through the Sport Premium Funding, where possible, the school will provide opportunities for pupils to work with PE specialist coaches and participate in intra and inter school competitions. The funding will also support PE training by providing opportunities for teachers to work alongside specialist teachers. Pupils will participate in workshops/taster sessions designed to encourage participation and learning through many different sports and activities. Primarily, these will be promoted and introduced through our annual fitness week.

AIMS

Physical development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.

Social and emotional development:

- To develop an interest of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To develop a sense of fair play.

Cognitive development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- ☑To develop the ability to communicate non-verbally with the body
- ☑To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude towards themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self esteem through opportunities to celebrate sporting success.

THE PE CURRICULUM

We aim to provide a well-balanced curriculum, which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In the Reception Class (EYFS), opportunities are provide 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 amount to at least two hours each week. Use of the trim-trail to develop balance, coordination and teamwork is promoted during playtimes and outdoor learning.

Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of 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, gymnastics and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities. A range of resources are used to support progression across the curriculum including: some TOP sport resources, the Rawmarsh PE Scheme and specialist coaches, where applicable.

SWIMMING

Swimming lessons are offered to all in Year 3 and a qualified instructor at a local pool teaches lessons. Hats and goggles are essential for children and appropriate attire is also compulsory. Children are assessed on their ability and appropriately placed into a shallow or deep end of the pool.

CURRICULUM DIFFERENTIATION

The Richmond School Sports Partnership recommends using 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. Additional support is given when needed.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats, etc.

P = change the people, e.g. size of the groups

STAFFING / STAFF DEVELOPMENT

Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class (Using the Rawmarsh scheme of work).

All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught.

Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coaches or outside providers through INSET and team teaching. All staff who attend CPD courses must provide feedback.

Due care and attention is taken when organising the timetable so that the most efficient use of facility and pupil time is taken into consideration, e.g. consecutive gym lessons when using equipment and gym modules taking place during the same half term etc.

SAFETY

As with all physical activity, it is important that certain procedures are followed 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 tracksuits if it is cold.

Jewellery is not to be worn. Watches should be kept safely in a container in the classroom.

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. The teacher will check it before use.

A first aider is always on site.

SAFEGUARDING

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with afterschool clubs. Coaches are aware of the Designated Safeguarding Lead (DSL) and procedures within the school (as outlined in the Child Protection and Safeguarding Policy).

COMPETITIVE SPORTS

Our PE provision includes national curriculum lessons, enrichment activities, fitness week, sports day and afterschool clubs. These are varied, fully inclusive and offered to all children of any ability. As you can appreciate, when we select children to compete for the school, we need to choose those children whose sporting ability and confidence is at a level that gives us the best chance competitively.

Therefore, we will be selecting children who have consistently demonstrated a positive attitude to PE alongside a continued effort when learning new skills. In addition to this, we will also consider their overall ability and attainment in PE; taking into account that different children may exceed in different areas such as athletics, tennis, football, gymnastics etc. We will not base our selection criteria upon their sole participation in after-school clubs, as we are aware that many children cannot participate in these for various reasons. As you can understand, children excel in different areas and we would like to take as many opportunities to celebrate those children that exceed in sports in exactly the same way that we celebrate academic success.

Alongside athletic and sporting ability, we will also consider the general attitude of children we select in terms of their ability to represent the school.