



PHYSICAL EDUCATION POLICY

RATIONALE

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. It promotes positive attitudes to active and healthy lifestyles. Pupils learn how to think in different ways to suit a variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

At Norwood Primary School, class teachers are involved in the short term planning and delivery of the Physical Education curriculum and aim to deliver a broad and balanced programme of work. Additionally, classes may be supported by Keez coaching or Sports Skill Academy coaches. This programme will provide opportunities for a range of experiences to ensure continuity and progression in Physical Education throughout all year groups, from Reception to Year 6.

Lessons are planned and adapted according to the children's needs and abilities, taking account of National Curriculum PE programmes of study using the Get Set 4 PE scheme.

We hope that by fostering enjoyment in physical activities, children will continue to have an active and healthy lifestyle. We recognise that many people will be likely to have much leisure time in the future, and hope that our pupils will continue to develop their physical skills during their lifetime.

We recognise the links between physical activity and health awareness. Teachers will actively encourage this awareness with their pupils.

AIMS AND OBJECTIVES.

- To encourage the children to become skillful and intelligent performers.
- To acquire and develop skills and physical competence to excel in a broad range of physical activities and contexts.
- To learn how to select and apply skills, tactics and compositional ideas to suit activities that needs different approaches and different ways of thinking.
- To encourage children to develop their ideas in a creative way.
- To encourage children to set targets for themselves and against others, individually and as team members in competitive sports and activities.
- To encourage 'fair play' and 'good' sporting behaviour at all times.

- To develop an understanding of what it takes to persevere, succeed and acknowledge others' success.
- To develop an ability to take the initiative, lead an activity and focus on improving aspects of their own performance.
- To help children to discover their own aptitudes and preferences for different activities.
- To encourage children to make informed decisions about the importance of exercise in their lives and to lead healthy, active lives.
- To promote pupils' spiritual, moral, social and cultural development.
- To develop positive attitudes to participation in physical activity.
- To promote key skills of communication, application of number, IT. co-operation, evaluation of performance, and problem solving.
- To teach children the terminology relevant to the activity undertaken.
- To provide effective learning opportunities for all pupils - INCLUSION.
- To consolidate particular skills through practise and repetition.
- To ensure that pupils are physically active for sustained periods of time.

These objectives are met through the provision of high quality, carefully planned, differentiated activities to ensure optimum skills progression and learning.

TEACHING PHYSICAL EDUCATION

TEACHING TIME

PE has been timetabled across the school and our aim is that all children will spend a minimum of two hours each week participating in PE during curriculum time. Additionally, all children will participate in curriculum Golden Mile opportunities, weekly with their classes. Extra-curricular PE will be offered half-termly/termly, to each year group throughout the year.

Swimming takes place for Year 4 and Year 5 children and Top-Up Swimming for some Year 6 children. They will each attend the local swimming baths for a thirty minute lesson each week for one and a half terms per year group. Year 6 Top-Up Swimmers may swim all year in order to gain their National Curriculum Swimming Certificate, if necessary.

CLASS ORGANISATION

Throughout the school all pupils will have regular PE lessons. The majority of lessons will follow the same basic format and will include the elements outlined below.

- Warm-up
- Exploratory / Skills Development Activity
- Cool down

The importance of warm-up and cool-down will be explained to the children. Exploratory/Skills Development Activities will be differentiated by task or outcome, as appropriate to the child and lesson. Children will have the opportunity to work individually, in pairs and in groups.

Topics covered in PE are divided as follows:

- Key Stage 1 - Gymnastics, Dance, Games, Athletics, Outdoor and Adventurous Activities
- Key Stage 2 - Gymnastics, Dance, Games. Swimming, Athletics and Outdoor and Adventurous Activities
(Y6 trip to Conwy/ Y4 trip to Robinwood - will include OAA)

To ensure children make progress in PE as they move through KS1 and 2, the skills have been placed under four main headings in the MT Plan:

- **Acquiring and developing skills;**
- **Selecting and applying skills, tactics and compositional ideas;**
- **Evaluating and improving performance;**
- **Knowledge and understanding of fitness and health**

SAFE PRACTICE / HEALTH AND SAFETY

All teachers should refer to safety advice (given in planning documents) in P.E. lessons and should complete a basic observational risk assessment before any teaching begins. Weather, environmental obstacles and equipment should all be checked.

- All teachers are responsible at all times for the safety and welfare of their children.
- Children must ALWAYS be supervised when teaching PE lessons.
- The teacher should check the floor or playground area for hazards before the lesson.
- All teachers are responsible for the care of equipment – anything needing repair or replacement should be reported to the Head Teacher or a member of the PE Team immediately.
- Mats are to cushion controlled landings, and for floor work skills – they will not prevent serious injury from falls. Children need to be taught the correct purpose of mats, and taught the correct method of landing safely. Children should be clearly told not to jump onto mats from heights. **MATS SHOULD ALWAYS BE PLACED UNDER AND AROUND ALL PIECES OF APPARATUS DURING GYMNASTICS LESSONS.**
- Gymnastics lessons should be conducted in a calmer and quieter working atmosphere, where emphasis is on body movements, rather than conversation. Safety and lesson instructions need to be clearly heard. During large apparatus, quiet work is essential in order that the teacher can hear when a child may be experiencing difficulties.

- Unless a teacher holds a specific coaching award, he/she should not coach children in particular gymnastic skills – however, teachers should explain to the children the safest or most effective way to perform an activity, particularly where injury may result because of incorrect movement.
- Teachers should demonstrate to children and remind them at regular intervals of the correct and safe way to lift or handle equipment. If unsure, please seek guidance from the PE Subject Leader.
- Teachers must ensure they are aware of any medical condition which may affect a pupil's physical ability e.g. asthma, diabetes. Inhalers **MUST** be available at all times to asthmatic children.

INFORMATION REGARDING MORE SPECIFIC SAFETY ISSUES CAN BE FOUND IN THE TEACHERS GUIDE-**SAFE PRACTICE IN PHYSICAL EDUCATION**, IN THE NEW BUILD STAFF ROOM ON THE PE SHELF.

Non Participation

All children are expected to join in PE lessons. Staff should raise any queries about SEND pupils with the PE Subject Leader who will be happy to advise. Staff should also keep a register of children not participating in lessons and where children miss more than 2 weeks, a letter may need to be sent home to remind parents/guardians of the legal requirement for all children to participate (unless injured) and which days to have their PE kit in school.

Non-participants will be given tasks to complete to support the teaching of the lesson, e.g. making observations, taking photographs or supporting mini-coaching tasks.

CLOTHING AND FOOTWEAR

- For indoor work (dance and gymnastics) children **MUST** wear trainers. For all other activities' children may wear pumps or trainers. **Children must not be allowed to wear shoes for PE.**
- A white T shirt, navy shorts and white socks (optional) should be worn for PE lessons. During colder weather, dark tracksuit pants/jogging/leggings and a sweat shirt (school jumper) may also be worn.
- All children come to school dressed in their PE kits on the days that PE happens in their class.
- Letters should be sent to parents if children do not come in kit to school for two consecutive weeks. Pupils should only be excused if they bring in a letter with a valid reason for missing PE (eg. Injury) or in other exceptional circumstances.
- If a pupil needs to wear glasses for PE this must be allowed – teachers should check SEND records at the start of each year for any children with specific needs.
- Long hair needs to be tied back for safety. Hard headbands should also be removed.
- Jewellery – Children should **not** wear jewellery or watches for PE. If children have difficulties removing studs without help, they should remove them on PE days *before they come to school*. Children who have had studs in for less than six weeks are permitted to bring plasters in to cover them up during PE lessons. Children *must* provide their own plasters however. Otherwise, earrings should be removed.

- For Swimming, hats MUST be worn and a one-piece costume (girls) and swimming trunks for boys. No long shorts are permitted. Goggles are optional. NO EARRINGS ARE ALLOWED.

Staff Attire

When taking PE lesson, staff should be appropriately dressed, wearing suitable footwear to enable them to move about freely and easily e.g. trainers. Track suit bottoms/ trousers enable greater movement and flexibility and are strongly encouraged.

PLANNING AND RESOURCES

At Norwood, planning is part of whole school planning, and different elements or strands of PE will be taught at different times throughout the year. This will be indicated on each year group's long-term plans/ Key Stage Curriculum Maps, showing clearly when a particular strand will be taught, and when it will be re-visited. The school has adopted the Get Set 4 PE for medium term planning and we will endeavour to follow these whenever resources and facilities allow. This scheme links directly to the N.C. programmes of study, for all areas of the PE curriculum.

- Games skills will be taught to all children throughout the year, making appropriate use of outdoor areas when practical including the MUGA (Multi-Use Games Area) on the playground.
- Dance and Gymnastics will be taught at various times throughout the year according to each year groups Long Term Plan.
- Lessons will be as fun, active and high quality as possible, with all children involved for the maximum time.
- PE equipment is stored in the hall and is clearly labelled. All members of staff share responsibility for returning PE equipment after lessons and for keeping equipment tidy. ADULTS ONLY areas are clearly marked when collecting resources. (PE Store Room). Children are able to collect equipment sensibly from the 'Cage', in the Hall, as long as it is tidily returned to the same location.

EXTRA-CURRICULAR ACTIVITIES/ AFTER SCHOOL CLUBS

PE lessons will provide the children with the opportunities to practise and consolidate their skills and knowledge and to develop and extend their techniques and abilities. These may be extended further through extra-curricular activities, Outdoor and Adventurous trips and after school clubs.

Clubs on offer during the year may include Netball, Football, Tag-Rugby, Athletics, Quad Kids, Cross-Country Running, Judo, Dance, Wally Cain Dance Club, Meols Cop Dance Club, Multi-Skills, Tennis, Cricket and Fencing.

CROSS CURRICULAR LINKS

There are many opportunities within PE lessons to make links with other curriculum areas such as Forest Schools within Science and Orienteering within Geography. Additionally, Language and Literacy: (6.1) Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral

aspects of every subject. Numeracy and Mathematics: (5.1) Teachers should use every relevant subject to develop pupils' mathematical fluency.

EQUAL OPPORTUNITIES (GENDER AND RACE)

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. We aim:

- To promote equality of opportunity and avoid stereotyping, teachers should try to provide for mixed sex groups, and ask for demonstrations from mixed groups or a balance of individuals.
- To actively look for positive images in poster and pictures.
- To treat girls and boys equally.
- To encourage and praise all children on an individual basis as much as possible to enhance self-esteem.
- Have equal expectations for boys and girls within the primary age range. At this stage in the child's development there are only small physical differences if any.

SCHOOL AND CLASS ORGANISATION

HOW WE CATER FOR CHILDREN WHO ARE MORE-ABLE/RAPID GRASPEERS

More-able pupils are taught with their own class and challenged through adapted group work, questioning and outcomes to challenges at an individual level. Further developmental opportunities through after-school clubs or clubs within the community are strongly encouraged for more-able children.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY EDUCATION PLANS (SEND)

Teachers will aim to include all pupils fully in their PE lessons. All children benefit from participating, listening and watching other children demonstrating their skills. However, a pupil whose difficulties are severe or complex may need to be supported with an individualised programme during the main part of the lesson.

HOW WE WORK IN THE FOUNDATION STAGE

Planning will be developed from the Curriculum Guidance for the Foundation Stage Physical Development strand/ Get Set 4 PE.

INFORMATION AND COMMUNICATION TECHNOLOGY

ICT will be used in various ways to support teaching and motivate children's learning. ICT will involve the use of audio files and video demos. They will, however, only be used in P.E. lessons when it is the most efficient and effective way of recording children's work or meeting the lesson objectives.

ASSESSMENT

Assessment is used to inform planning although records should be selective and brief. Individual children's progress will be monitored against the PE Year group Content and Skills criteria; Get Set 4 PE and based on half-termly Assessments relating to specific areas, eg.- Hockey or Netball, within Games. This information will be used to provide feedback to the parent or the child's teacher next year.

MANAGEMENT OF PHYSICAL EDUCATION

Role of the PE Team

- To be enthusiastic about PE and demonstrate good practice at all times.
- To keep under review the written policy document for PE and Get Set 4 PE in line with PE Curriculum/ Programmes of study: key stages 1 and 2 (2014), including regular monitoring and evaluation of the content and method.
- Encourage and support staff in the implementation of the agreed procedures, and monitor the progression of activities and consistency of approach across both year groups and Key Stages.
- Purchase and organise PE resources, ensuring they are readily available and well maintained.
- Monitor medium-term planning for each year group.
- Liaise closely with staff running extra-curricular sporting activities Liaise with the Secondary School Sports Coordinator (SSCO) and a variety of sports coaches who provide Curriculum Support and extra-curricular sporting opportunities/clubs at Norwood or at a local High School.
- Initiate sporting events, such as KS1 and KS2 Sports Day, involving children, parents and staff.
- To provide competitive extra-curricular sporting opportunities against local schools. e.g. Football/Netball matches.
- Be aware of national and local developments in PE through reading relevant materials and attending SLP PE Meetings.
- To update the PE Policy, every three years, in order to inform the Governing Body of progress in PE towards targets in the School Development Plan.
- To be responsible, in conjunction with the Head Teacher, for identifying priorities for staff development (teachers, support staff, volunteer support) after due consideration is given to staff views and needs; Curriculum needs and the School Development Plan.

Role of the Head Teacher

- Lead, manage and monitor the implementation of PE and the quality of teaching within school.
- To ensure that the PE Sporting Premium money is spent effectively by providing all children at Norwood opportunities to participate in a range of curricular and extra- curricular activities as appropriate.
- Keep the Governing Body informed about the progress of PE within the school.

REVIEW

This policy will be reviewed at least every three years by the Curriculum Committee of the Governing Body.