

# Howden-le-Wear Primary School



## Physical Education (PE) Policy

### **Policy and Practice**

Introduced: February 2018

Review Date: February 2019

Reviewer: Headteacher

Adopted by the Governing Body: 6<sup>th</sup> February 2018



# Howden Le Wear Primary School

## Physical Education Policy



Physical Education (PE) is a statutory requirement of the National Curriculum and EYFS an essential contributor to the development of the whole child. We believe that physical education contributes to the totality of the educational experience of children. Physical, personal, social and emotional developments are enhanced by the movement experiences that make up a balanced physical education. In addition, expression, communication, team work, appreciation and understanding are developed.

Physical education provides a range of experiences that form the basis for lifelong sporting and recreational activity as well as establishing and reinforcing the importance of a healthy lifestyle.

### **Aims**

- To develop confidence and enjoyment in PE and Physical Activity (PA)
- To maintain and stimulate all pupil interest in a balanced PE programme
- To teach children through experience the benefit of controlled PA whilst at school and throughout life
- To promote a health and fitness for current and future lifestyles
- To develop an appreciation for developed and skilful and creative performances in all areas of PE
- To develop self esteem by engaging in progressively challenging activities
- To develop inter-personal skills as a member of a group or team
- To develop personal qualities such as commitment, fairness and enthusiasm
- To develop fine and gross motor skills needed for many aspects of PE and PA
- Challenge children to select, apply, perform and evaluate skills
- Provide links to clubs to continue sport out of school

### **Entitlement**

All pupils should be given the opportunity to experience a range of physical education activities in a supportive, stimulating, safe environment. The school has a commitment to work towards provision of two hours PE and sport per week for every child in line with the Government targets. Throughout KS2 children will access at least one term of weekly swimming lessons as part of the Durham Swimming Scheme in which the school has bought in to. This will enable children the best chance of achieving National Curriculum expectations in this area.

Within Reception class physical development will be accessed through continuous provision and focused teaching and learning.

Pupils should have access to all of the relevant programmes of study of the National Curriculum as well as experience of the principles of establishing and maintaining a healthy lifestyle. Pupils should have sufficient time

available to reinforce good practice and talents for further, future, personal participation.

Whenever possible, pupils should have access to a range of sporting and recreational activity beyond the curriculum and in the wider community.

### **Outcomes**

Pupils should be able to:

- Develop and improve personal-psycho motor skill levels;
- Understand, develop and maintain fitness levels;
- Enjoy physical activity in its many forms, continuing in some way out of school;
- Develop skill to the highest appropriate level;
- Appreciate and understand the performance of others;
- Develop confidence, tolerance, determination, self-esteem and personal discipline through participation; and
- Develop a healthy lifestyle.

### **Guidelines**

Physical education is delivered through the Durham County Council Scheme of Work. By the end of each Key Stage every child will have had the opportunity to meet age related expectations in Physical Education.

### **Curriculum Outline**

Games	<ul style="list-style-type: none"> <li>• Explore and practice skills which improve competence; and</li> <li>• Opportunity to practice games skills moving progressively towards participation in competitive team games.</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>• Development of control of body movement to enable children to improve the quality of travelling and balancing in terms of shape, speed and direction; and</li> <li>• Refine and review their own practice and that of others.</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• Move imaginatively and respond to a range of stimuli including music;</li> <li>• Consider rhythm, speed, level and direction;</li> <li>• Express feelings and ideas through patterns of movement;</li> <li>• Create and perform dances; and</li> <li>• Explore dances from other times, places and cultures.</li> </ul>
Swimming	<ul style="list-style-type: none"> <li>• Introduced in KS2 by professional swimming instructors; and</li> <li>• Opportunities provided to learn water safety skills, develop confidence in the water and learn to swim effectively, introducing recognisable swimming strokes.</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>• Games activities will be incorporated into athletics in summer term;</li> <li>• Opportunity to experience and practice running, jumping and throwing; and</li> </ul>

	<ul style="list-style-type: none"> <li>• Measure and compare performances.</li> </ul>
Outdoor & Adventurous Activities	<ul style="list-style-type: none"> <li>• Provision of opportunities to learn through first hand experience in local environment;</li> <li>• Residential visit offered to Outdoor Adventure Centre;</li> <li>• Parental permission must be obtained for visits off school premises; and</li> <li>• Risk assessment carried out prior to each visit.</li> </ul>

### **Methodology for delivery of Physical Education**

The school has a hall and a large playing field. Each class has timetabled use of the hall. The playing field can be used by several classes at once, and this time is negotiated between teachers in light of short term planning and weather conditions. Children are taught as a whole class, which is sometimes divided into groups where children are given the opportunity to work individually, collaboratively, and eventually competitively. Individual performances may require the individual attention of the teacher within the context of a whole class lesson.

### **Health and Safety Factors in Physical Education**

The school complies with the BAALPE guidelines (kept in staff work room).

- Children must wear suitable clothing for PE. The school has a PE kit.
- Staff should wear suitable footwear and clothes which allow freedom of movement.
- All jewellery should be removed.
- Long hair should be tied back.
- Children must work in a safe and suitable environment which means:
  - a) removal of unnecessary furniture from the working space;
  - b) Clean, clear floor space to enable safe bare-foot work;
  - c) Safe outdoor surface for playing games, free from loose stones, uneven surfaces and holes; and
  - d) Floor markings for games are sufficiently far away from fences and walls to prevent accidents.
- Suitable safe organisation of apparatus will mean:
  - a) easily accessible gymnastic apparatus spread around the hall to allow for safe efficient handling;
  - b) a whole school policy for lifting and carrying apparatus; and
  - c) games equipment will be stored in trolleys in the hall and the PE cupboard. It is the responsibility of the class teacher to make sure they are stored safely after use.
- Safety and emergency procedures practiced by all staff and pupils who attend swimming.
- Procedures for dealing with accidents
  - a) minor accidents dealt with on site by class teacher;
  - b) more serious accidents dealt with fir qualified first aid staff; and
  - c) all accidents recorded on accident forms in the office.
- Children with verruca's must wear swimming socks.

## **Resources**

Games and athletics equipment for outdoor use by KS2 are located in the PE store cupboard. Gymnastic equipment is located in the hall. Any equipment that is faulty must be notified to the co-ordinator.

## **Adults Other Than Teachers**

Where an adult other than a teacher is involved in the delivery of PE they will be suitably trained through the School Sports Co-ordinator Programme or have appropriate coaching qualifications and must have an enhanced CRB check. The delivery will be monitored by the PE Co-ordinator to ensure that it is appropriate to the age and ability of the children and in accordance with National Curriculum guidelines for the area of PE being coached. Coaching awards will be checked.

## **Management of Physical Education, including monitoring and evaluation**

Long term and medium term planning has been developed from the Durham County Council Scheme of Work. In the case of mixed year groups the class teacher will use their professional judgement to secure a 'best fit' for the class and where possible differentiate the level of skill required by the children. In each year, the elements of gymnastics, dance, athletics, games and outdoor and adventurous activities are addressed. During KS2 children will be given the opportunity to swim. From time to time, the curriculum co-ordinator will monitor lessons and associated short-term planning to ensure that short term intending learning is effective. All planning is located on the Durham Learning Gateway.

The co-ordinator will be available as a point of reference in the planning and delivery of an effective programme for Physical Education, and will be prepared to attend courses which may help the school become more effective in the delivery of the subject.

Each classroom teacher will be responsible for the teaching of Physical Education in his or her own class.

## **Differentiation and Progression**

Differentiation and progression will be planned for by encouraging children to improve the quality of their performance, and by increasing the difficulty of the action involved so that the level of skill and knowledge is increased. Sometimes this will be by outcome and sometimes by task. All children regardless of their ability or disability will be included. Where necessary, advice on inclusion will be taken from the specialist teachers.

## **Equal Opportunities**

Teachers need to be aware of any disabilities which may affect a child's physical capability. This will enable individual needs to be met, and ensure the safety of each child so far as is possible. Where this is not within the expertise of the teacher, then the teacher can seek support from the PE co-ordinator, special needs co-ordinator, parents, and through consultation, outside agencies.

The school is sympathetic to the cultural and religious needs of all children and wherever possible will seek to accommodate those needs to ensure that

all children have equal opportunity to take part in physical education. If the school considers the cultural or religious needs of a child pose a safety risk, (eg certain clothing or jewellery) then the safety of the child will be paramount. Earrings must not be worn for PE lessons.

All children will have equal access to all aspects of physical education as is appropriate to their needs within the National Curriculum.

### **Assessment**

The classroom teacher will make regular ongoing informal assessment of a child's performance. This assessment will be recorded in reports to parents and copies placed in each child's profile providing a record of progress over each Key Stage.

Signed: \_\_\_\_\_ Governor from  
Curriculum/Standards Committee

Date: \_\_\_\_\_

**To be reviewed: February 2019**