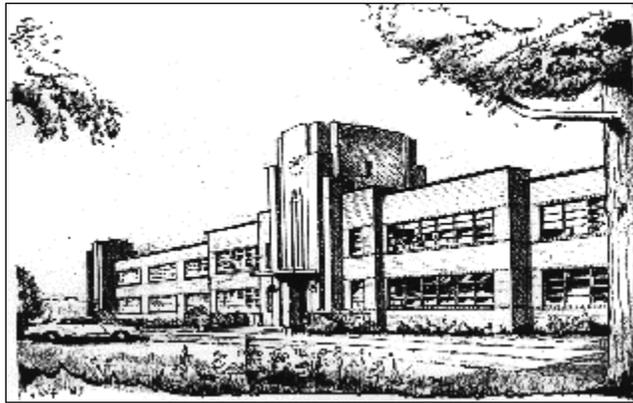


William Torbitt Primary School



Physical Education Policy

November 2014

Review November 2017

WILLIAM TORBITT PRIMARY SCHOOL
PHYSICAL EDUCATION POLICY
November 2014

Rationale:

At William Torbitt, we believe that Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

Aims:

The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

Provision

EYFS: We encourage the physical development of our children in EYFS as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake

activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

KS1 & 2:

In years 1- 6 it is the class teacher's responsibility to ensure that two high quality PE sessions are taught each week. An indoor session (Gymnastics and Dance) and an outdoor session (Competitive games etc.) is expected to be taught each week, weather permitting. To meet the two hours of high quality provision, children have lunchtime coaching sessions that account for 5 hours of their PE time, every other half term. Trained coaches plan and deliver the sessions at lunchtimes.

Planning:

PE is a foundation subject in the National Curriculum. Our school uses the PEP scheme of work as a basis for its curriculum planning in PE. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming (Y5), and athletics. The Year 6 children are given the opportunity to go sailing twice a year – those who do not chose to go to sailing receive PE lessons at school.

Long, medium and short-term planning is based on the National Curriculum. PE Primary plans cover the content, skills and knowledge to be taught in each area, each term. Planning should ensure that there is continuation and progression of the physical skills taught in Early Years through to the end of Key Stage 2. Differentiation within the class allows work to be matched appropriately to each child's needs. All resources can be found at www.peprimary.co.uk

In the EYFS medium and short-term planning is based on the development matters document. All children in the EYFS work towards the ELG regardless of age or stage of development. Physical development within moving and handling encompasses gross and fine motor skills (writing, threading, playing on equipment, catching and throwing). Health and self-care involves children learning how to control their bodies when going to toilet, being able to get dressed independently, exercising and being healthy.

Cross-curriculum links:

PE lends itself to being taught in conjunction with the core and foundation subjects. Children are given the opportunity describe what they and others have done and to discuss how they might improve their performance. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Cross-curricular links make the most of the time allowed, as well as helping children to understand the connections between the subjects (see curriculum map 2014).

Spiritual, moral, social and cultural development:

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Promoting physical activity:

Children at William Torbitt Primary School are encouraged to be active for at least 30 minutes per day. Children have access to play on the outside play equipment at break and lunchtimes as well as having organised games activities during these times (tennis, football, cheerleading etc.). The travel plan team encourage children to walk, cycle, scoot and skate to school. Regular cycle events are held to promote this. (See travel plan).

Assessment:

Continuous observations for assessment will be made by the teachers throughout the year. Assessments are used for future planning. Pupils' strengths and weaknesses, achievements and attitude to PE is included in their annual reports. Verbal feedback is given to children during the weekly sessions.

Resources:

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities and the local swimming pool for swimming lessons.

Provision for gifted and talented children:

To meet the needs of gifted and talented children in PE, teachers need to ensure that the PE leader knows who these pupils are so they can extend their skills through clubs and outside school events.

Equal opportunities

- All children should have access to the schemes of work as laid down in the National Curriculum, regardless of gender, race, religion or ability.

- Appropriate provisions should be made for those pupils who need activities adapted in order for them to participate in PE and connected to the child's IEP.
- All children are given access to the specialist language of PE and visual aids are displayed in the hall to assist all children, especially those with dual language.

Safe practice

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. (see clothing section).

New staff members are given induction training on how to use the PE equipment safely by PE leader. They are shown where equipment is kept, correct handling and how to use the large apparatus in the halls.

During a PE lesson in the hall or playground, the children should NEVER be left unattended.

All children should be taught to respond readily to instructions to lift, carry, place and use equipment safely.

In the event of a minor accident the injured child can be escorted by another child to the welfare office for attention. In the event of a major accident the lesson should be stopped and a responsible child should be sent to the office to request assistance from another adult or first aider. DO NOT LEAVE OR TRY TO MOVE THE INJURED CHILD. The same routine would apply for any outdoor activity.

If the fire alarm should ring during a PE lesson in the hall, the lesson should calmly come to an end and all children should be escorted out through the nearest fire exit to the safety of the playground. Pupils without plimsolls should wear shoes to the hall in case of a fire drill. Shoes must be removed at the start of the lesson.

Clothing:

To show good examples and for health and safety reasons appropriate footwear and clothing should be worn by staff for a PE lesson, e.g. plimsolls or bare feet, trousers or joggers, no long skirts or high heels.

The children are expected to change from their everyday clothing and footwear into their PE kit:

White t shirt
Black / navy shorts
Spare white socks (for girls who wear tights)
Plimsolls (for indoor PE)
Navy sweatshirt and/or jogging bottoms (for outdoor sessions)
Trainers (for outdoor sessions)
Hair ties (for long hair)

No jewellery should be worn for PE. The child / children concerned should be asked to remove the jewellery. If the jewellery cannot be removed for whatever reason (religious etc.), surgical tape (that the child must supply) should be placed on top of it. Only stud earrings are acceptable. If there are any concerns around this, the child / children should miss the PE lesson and the parents should be made aware of the situation. Long hair should be tied back.

If they are unable to find appropriate spare clothing, children without PE kits may participate at the teacher's discretion. It is not appropriate for children to participate in PE lessons wearing only underwear. If the issue continues for any length of time, a standard letter requesting parental support can be obtained from Fronter.

Children should be encouraged to be independent in undressing and dressing for all PE sessions.

Boys and girls in Year 5 and Year 6 should change separately for PE.

Timetable allocation

In Key Stage 1 each class is timetabled for one half hour session outside and one hour session in the hall each week. The playground and field are available at all times for extra sessions each week for outdoor games providing the weather is fine, at the discretion of the class teacher. Key Stage 2 is timetabled for one indoor session of 45 minutes and one outdoor session of 45 minutes each week.

Extra-curricular provision

Children at William Torbitt Primary School are encouraged to participate in a wide range of extra-curricular activities. Currently, there are clubs run by the following external providers:

- Karate
- Dance (cheerleading, boys dance, mixed dance, girls dance, street dance, ballet)
- Football Training

A school football club is run by the PE leader and outside coach for children in years 5 and 6. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Monitoring

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Sport Premium

PE and Sport play a very important part in the life of William Torbitt Primary School and at least two, 1 hour sessions per week, are dedicated to physical activity in the curriculum. We believe that physical education and sport contribute to the holistic development of young people; through participation in sport and physical education, young people learn more about key values such as teamwork, fair play and respect for themselves and others.

There is significant evidence to show the positive effects of sport and exercise on children's physical health, growth and development. Furthermore, sport also provides a healthy environment for young people to learn how to deal with competition and how to cope with both winning and losing.

In April 2013, the Government announced new funding (Sport Premium) for physical education (PE). The aim of this is to improve the quality and breadth of PE and sport provision at School.

We are using the Sport Premium to improve the quality of PE and Sport provision in the following ways:

- Providing cover staff to release teachers for professional development in PE and sport
- Procuring quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport through the liaison with Oaks Park High School staff and SSCO.
- Supporting external sports coaches to run competitions, and to increase pupils' participation in school games competitions

- Quality assuring the work of Foundation Sport coaches employed to coach football club as well as providing lunchtime provision for Years 2, 5 and 6.
- Using the funding to support regular sport tournaments, festivals and competitions for pupils of all ages
- Providing places for pupils in after-school sport clubs and holiday courses
- Supporting midday supervisors to introduce playground games at breaks and lunchtimes
- Partnership with Foundation Sport to provide an increasing number of before school and after-school sport clubs on the school site
- Forging links with PE teachers at Oaks Park High School to help primary staff improve their PE and sports provision
- Establishing, sustainable partnerships with local community sports clubs
- Beginning to develop young sports leaders in Key Stage 2 through partnership with senior pupils from Oaks Park High School on a Friday afternoon.