

Ivory Federation

Propps Hall Junior, Infant and Nursery School, Springhead Infant & Nursery School & Rushcroft Primary School

Physical Education Policy

RATIONALE

We recognise 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 believe that a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The National Curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Using the programmes of study from the National Curriculum and the Early Years Foundation Stage curriculum, it is our aim to develop:

- Increased competence and confidence across a broad range of activities due to improved fundamental movement skills via opportunities to compete, co-operate and face challenges **by the end of Key Stage 1**
- Increased linking and sequencing skills to enable pupils to enjoy communicating, collaborating and competing with each other as well as evaluating performance **by the end of Key Stage 2**
- Knowledge and understanding of water safety and endeavour to ensure that all children can swim 25 metres using a range of strokes **by the end of Key Stage 2**

PURPOSE

Keeping active and taking part in sport plays an important role in the health and personal development of children; equipping children with good habits at a vital and early stage of their physical development. Learning physical education improves physical health, mental health, social and cognitive capabilities. Sport and physical activity boosts the ability to cope with challenges and resilience.

Through a broad and balanced physical education, children should develop and consolidate various fundamental skills relating to physical education. These include mastering basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination. Children should begin to apply skill to a range of activities and sport in key stage 1 before developing their knowledge and understanding of tactics and strategies to overcome opponents in team and individual games in key stage 2. Studying physical education should develop children's physical literacy, skill and create positive relationships with physical activity and physical learning behaviours for every child.

BROAD GUIDELINES

CURRICULUM ORGANISATION

Physical Education is an interconnected subject in which pupils need to be able to apply taught skills to a range of contexts, activities and sports. Our curriculum is organised into eight distinct domains:

1. Fundamental Movement Skills

2. Team and Individual Games
3. Athletics
4. Gymnastics
5. Dance
6. Outdoor Adventurous Activities
7. Swimming
8. Observing and analysing performance

The medium-term plans provide teachers with specific units of learning and desirable learning outcomes for each domain.

The learning intentions and outcomes highlighted on the curriculum directly links to each of the eight areas and ensures good curriculum coverage, knowledge and skill acquisition. Units are revisited throughout the course of the year and key stage which enables children to make rich connections, apply skills to develop children's physical literacy, competence and confidence. Clear links to other areas of the curriculum that consolidate and enhance the children's understanding of taught skills are identified and incorporated into the document. Opportunities for outdoor learning and competitions are also highlighted which contextualises concepts and enables children to understand the importance and impact that their learning has on them as an athlete. Where relevant, links will be made to cross curricular themes and used as a means to develop cross curricular skills.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, the decision about when to progress is always based on the security of pupils' understanding and their readiness to progress to the next stage. Progression of the skills taught in each of the eight areas are highlighted on the skills progression mapping documents.

SPOKEN LANGUAGE

Our physical education curriculum reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their physical literacy. Key vocabulary is highlighted on the progression maps which is shared at the start of every lesson, reviewed at the end and consolidated through application of skill throughout the course of the unit.

STRUCTURE OF LESSONS

All children will access at least two hours of physical education lessons every week. The first lesson is a REAL PE skills-based lesson. REAL PE is a unique, child centred PE scheme which focuses on being inclusive, challenging and supportive of every child. REAL PE focuses on the development of fundamental physical skills such as agility, balance and co-ordination. This scheme of work develops the key abilities children need to be successful within PE and sport and across the curriculum through six key areas: Creative, Cognitive, Health and Fitness, Personal, Physical and Social development. In addition to this every class has an hour PE lesson with a specialist sport coach (Primary Sports Coaching Limited) where they are able to transfer the skills they are developing in REAL PE into competitive sports. The coach differs depending on the subject taught and their area of expertise. The specialist coach leads the session with support from the class teacher who targets groups of children where support or challenge is required.

All lessons include the following key components:

- Warm up/pulse raising activity
- Exploratory/progressive skills development activity
- Using and applying those skills
- Plenary/cool down

The importance of a warm up/cool down will be explained to the children. Skills development activities will be differentiated by task and outcome as appropriate to the child's level. Using and applying will enable the children

to use their skills in a different context. Children will have the opportunity to work individually, in pairs and in groups.

It is essential that learning objectives are shared with pupils at the beginning of each session. This is done either in classroom or in the chosen learning environment before the session begins. Children must also be aware of how to achieve success in the lesson as they would in any other subject.

Being active is not confined to PE lessons or clubs or extra-curricular activity, we endeavour to provide numerous opportunities for children to be as active as possible throughout the course of the school day. This includes movement in class, during break times and the journey to and from school.

SWIMMING AND WATER SAFETY

We believe that teaching children to swim, to be water aware and water safe is important for pupil safety therefore all children access swimming lessons throughout KS2.

Children at Propps Hall access swimming lessons in Years 3, 4 and 5. Children access the swimming provision weekly for 3 half terms in year 3, for two half terms in Year 4 and for one half term in Year 5. Oldham Community leisure provide this service. Children at Rushcroft Primary access swimming lessons for the full year in Year 3. Oldham Swimming Service provide this service.

Staff have a key role in ensuring that the children in their class access the lessons safely, as follows:

- be aware of emergency procedures to evacuate the water and to seek assistance;
- ensure the children wear the appropriate attire for swimming and remove all jewellery and have long hair tied back;
- be aware of the ages, capabilities and aptitudes of the children and follow the school's equality policy;
- ensure that all pupils are aware of and understand instructions and rules;
- be aware of children's medical conditions and follow school policy on medicines and asthma
- adopt a position where they are able to view and effectively supervise children when working;
- supervise the children all the time;
- report all accidents and injuries and record them in accordance to school policy;
- confirm attendance levels before, during and after the children have been swimming

ASSESSMENT

Class teachers assess and record pupil's progress using the materials available from the REAL PE scheme of work and the objectives highlighted on the curriculum. Teachers and coaches will observe pupil's skill throughout the lesson and provide verbal feedback. Formative assessment directly links to learning intentions and outcomes highlighted on the curriculum. Teachers will highlight and make notes on skills acquired/areas for development throughout the course of the lesson. There is opportunity throughout the course of each unit to apply skills in a variety of ways which also includes inter/intra competitions so that a summative judgment on each child's ability can be made at the end of each term.

SAFEGUARDING IN PE

In all areas of PE safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. Health and safety are an integral part of pupils' learning in PE and children are taught to recognise and take a level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.

EQUAL OPPORTUNITIES AND INCLUSION

Working towards equal opportunities requires that teachers treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which is used to enrich the experience of others. The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The physical education curriculum enables all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and equipment.

INTER/INTRA COMPETITIONS

All children are exposed to healthy competition as part of the curriculum. Competition prepares children for wins and losses in later life, and develops important skills such as resilience, perseverance and tenacity. Children take part in competitions from Early Years enabling them to further develop skills such as turn taking, encouraging others and empathy. In team-based competitions, children need to communicate and work together, consequently making them better collaborators.

Children will have the opportunity to compete with one another throughout the course of each unit. The PE Subject Leaders also organise and deliver the annual inter school sports event which involves federation schools competing in a selected athletic event. Intra competitions are also held throughout the course of the school year with cluster schools. Children are selected for competitions depending on the nature of the event- this could either be through ability, skill or area of development. The PE team also organise the annual Sports Day in which all children compete in a variety of team events and races. The Sports Day is run with a competitive and supporting theme where the children race in colours, which represent their house teams.

CLUBS

Extra-curricular activities are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. Pupils are provided with information about local clubs on the school website. The children have access to a wide variety of extra-curricular sports clubs throughout the academic year. The focus is on participation with all children encouraged to attend practices. These competitive sporting events are generally offered to Key Stage 2 children. However, at various points during the year, specific events are organised for Key Stage 1 children to attend.

SPORTS LEADERS

Propps Hall and Rushcroft Primary School offer an initiative to help children in their development as they progress to high school. Working in conjunction with UK Sports Leaders, a small group of children are selected to enrol in the PlayMaker Award. This award is a nationally recognised qualification and is a fantastic introduction to leadership. The PlayMaker Award aims to help children develop leadership skills such as organisation, communication and teamwork, as well as helping to develop confidence and self-esteem. By the end of the course, each child will have skills to set up simple games and/or activities that they are familiar with and they will feel confident when assisting in leading small group of peers or younger children under direct supervision at break and lunchtimes.

UNIFORM

In the interest of health and safety appropriate kit should be worn for PE activities. Acceptable kit is that which presents no risk of injury to the wearer or other children. The details of our policy are outlined below:

Indoor clothing

- Blue t-shirt
- Blue shorts
- Blue pump bag

- Black pumps/trainers
- Children must have bare feet for gymnastics unless they have medical reasons not to

Outdoor clothing

- Blue t-shirt
- Blue shorts
- Blue pump bag
- Trainers must be worn outside. Indoor pumps are not suitable as the grip is insubstantial
- Dark leggings/tracksuit bottoms (during winter)
- A school jumper may also be worn at the discretion of the teacher

In the interest of health and safety, all hair should be tied back and jewellery (such as watches and earrings) removed. Ears can be taped in the event of a new piercing (*less than 6 weeks*) where a child is unable to remove them.

Parents will be informed in the first instance when a child does not have the appropriate PE kit. Staff will continue to monitor and support all children to meet the requirements. Children not in the appropriate kit will play the role of a 'coach' during the lesson.

It is expected that teachers change for PE, or come to school dressed appropriately, for the safe delivery of a PE lesson. This includes suitable footwear.

SPORTS PREMIUM

The primary PE and sport premium is paid by the Secretary of State for Education to the local authority, as a grant under section 14 of the Education Act 2002. The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils to encourage the development of healthy, active lifestyles. The premium must be spent by schools on making additional and sustainable improvements to the provision of PE, physical activity and sport for the benefit of all primary-aged pupils to encourage the development of healthy, active lifestyles.

This means that we should use the PE and sport premium to:

- develop or add to the PE, physical activity and sport that your school provides
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

We should use the PE and sport premium to secure improvements in the following 5 key indicators:

- Increased participation in competitive sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Profile of PE and sport is raised across the school as a tool for whole-school improvement
- Engagement of all pupils in regular physical activity

Our planned expenditure and action plan are detailed in our sports strategy which is available on the school website.

ROLE OF THE SUBJECT LEADER

A good PE leader ensures that all pupils can develop their knowledge, understanding, ability, physical literacy and confidence in PE. They should provide leadership, support and guidance in the teaching of PE in order to secure high quality teaching. This alongside the effective use of sports premium and resources, support the improved standards of learning and achievement for all learners.

They plan improvement that:

- builds their school's PE curriculum, raises standards of achievement and attainment and supports colleagues to teach physical education better

PE Leaders:

- keep up to date with broad developments in sport and physical education, and consider how to share these with colleagues and pupils when appropriate;
- are aware of and take responsibility for developments that affect school PE policy;
- are aware of and take responsibility for addressing gender stereotyping in PE lessons and enrichment activities;
- implement a whole-school vision for PE, and advise and support colleagues on the pedagogy and appropriate resources to achieve it;
- ensure that they access continuing professional development (CPD) for the leadership of sport and physical education and that colleagues access CPD to address their requirements too;
- monitor provision of PE and pupils' progress, and contribute to the strategic development of learning in school.

CONCLUSION

The successful implementation of this policy will assist in ensuring our children are exposed to a quality physical education that contributes to a child's physical, cognitive, social and emotional development. Teachers will have a structure in which to teach the core content of the National Curriculum and ensure that children have the physical literacy and skills required to excel in competitive sport and other physically-demanding activities as well as be physically confident in a way which supports their health and fitness today and in the future.

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