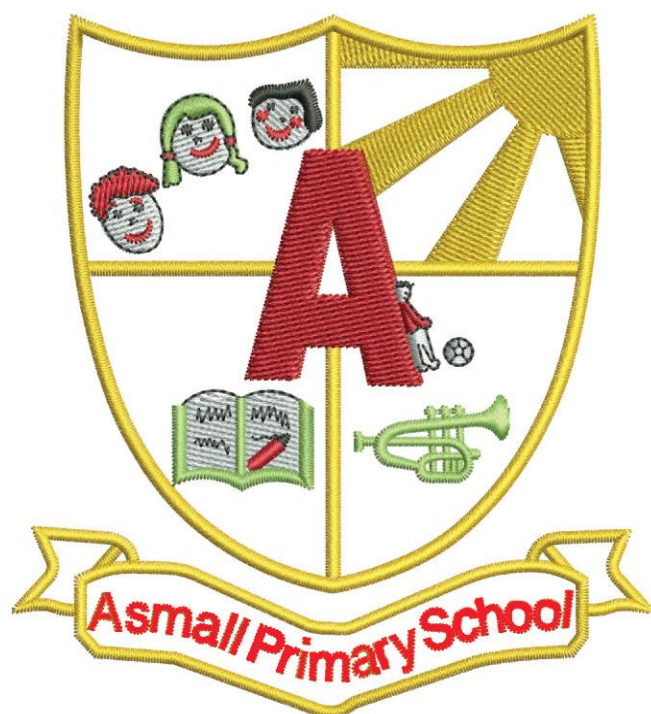


Asmall Primary School



PHYSICAL EDUCATION POLICY

February 2024

ASMALL PRIMARY SCHOOL

PHYSICAL EDUCATION POLICY

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Subject Statement

INTENT

We intend to ensure that all children, regardless of ability, achieve optimum physical and emotional development and a full understanding of physical and mental well-being. Staff will deliver high-quality teaching and learning opportunities in a safe and supportive environment, which is developed through a clear sequence of skills. The aim is to ensure that all children succeed in physical education to enable them to develop a life-long love of physical activity and lead healthy and active lives.

Our curriculum aims to improve the wellbeing and fitness of all children at Asmall Primary, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes and through skills for life and life-long values; such as friendship, courage, inspiration, determination, equality, respect and excellence. It sets out a framework within which the whole staff, as appropriate, operates and provides outline information on planning, teaching, assessment, recording and reporting.

The teaching of Physical Education contributes to the whole school aim, which seeks to provide an environment in which children are able to achieve their full potential and experience a joy in learning.

Our Curriculum Strands



IMPLEMENTATION

Children in their first year of school (Reception) will work within the Foundation Stage. From Year 1 onwards children will follow the Programmes of Study of the National Curriculum for Key Stages 1 & 2. Physical Education is time tabled for 2 sessions per week. Physical Education is planned as blocked units of work. All children from Upper Key Stage Two have one half-term of swimming lessons each year. Children in the Foundation Stage also have access to outdoor physical activities as part of the continuous provision.

The curriculum is enhanced by the school's liaison with outside bodies [such as Ormskirk Tennis Club, dance teaching, cricket and dodgeball coaching] and through a variety of after school clubs. The school works closely with the West Lancashire Sports (WLSP) Partnership to develop and extend the curriculum and to support teachers in planning and delivery.

IMPACT

Through following the Scheme of Work for PE, children will be given opportunities to:

- Work individually and co-operatively using a range of equipment.
- Develop planning skills.
- Develop skills of evaluation.
- Develop interpersonal skills.
- Consider the contribution that Physical Education makes to health and fitness.
- Understand safety related matters concerning Physical Education.

Dress Code

The kit recommended by the school for gymnastics, dance, athletics and games is; navy or black shorts (for now – moving to black), white T-shirt and black pumps. Trainers and tracksuits may be worn when necessary for outdoor games, again navy or black (moving to black in the future). If children are wearing watches they must have names on and be handed to teachers to look after during PE. Children wearing ear studs should remove them for PE or cover them with tape. Children who are not able to remove ear studs cannot go swimming. Long hair should be secured.

The children will change in the classroom under the supervision of the class teacher. Separate changing facilities will be provided for older children. The staff should at least ensure that their own footwear is suitable and where possible, wear appropriate clothing.

Boys must wear swimming trunks, not shorts in the baths, and everyone going swimming needs a cap. Goggles maybe worn only if an official form (available from school) is completed by parents. Inhalers need to be taken to the baths for children who have them in school. Children will be expected to wear their kit on the day they have PE in school. If they have a sports after school club, they must bring in their kit to get changed into – they can go home in their kits and remember to take their uniform too. School supplies team kits for children taking part in matches against other schools.

NON-PARTICIPANTS

All children should participate in PE activities as far as is possible. A note signed by a parent or guardian is expected if a child is not to participate fully in PE activities. Children unable to take part due to injury will, where possible, take on less-active responsibilities such as coaching or officiating. Children who are unable to go swimming in the short term will attend the lesson and observe under the supervision of the accompanying teacher, or stay in school and participate in another class' lesson.

Planning and Cross-Curriculum Links

PLANNING

The basis for all our work will be guided by the National Curriculum for Physical Education Programmes of Study. The Scheme of Work and time allocation has been balanced out over a seven-year plan, which ensures a continuous balanced and progressive programme for each child from Reception to Year 6. The plan also takes into account seasonal influences and staff strengths in delivering particular activities. The plan is laid out in half termly units. The planning follows a scheme of work from WLSP, which teachers adapt to suit the needs of their own class. The WLSP coach who comes into school will deliver their lessons using the WLSP planning and they will be agreed beforehand with the class teacher. The class teacher will deliver a different unit for the second lesson of the week. All units will be taught for approx. 12 weeks. The WLSP coach will stay with the same class/es for a term.

NEED PIC OF OVERVIEW

CROSS-CURRICULAR LINKS

The thematic nature of our curriculum means that our topics allow for cross curricular links between many subjects. Pupils are able to apply their knowledge from one area to another and make connections in their learning. Many of our themes allow us to link PE units with other subjects such as; science (exploring what happens to their body when they exercise) and Geography (through OAA and reading maps and orienteering) however we ensure that skills for each subject are well taught and developed.

EYFS, KS1 & KS2

Physical development is one of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into Early Learning Goals. For physical development these are:

- Moving and handling - skills enabling children to show good control and coordination in large and small movements. Children are able to handle equipment and tools effectively, including pencils for writing.
- Health and self-care - children knowing the importance of good health which includes physical exercise and a healthy diet. Children are able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

In EYFS/KS1, the children will be taught Fundamental Skills Movements in 4 units:

- 1) FMS A: Run, Jump & Balance
- 2) FMS B: Hop, Skip & Sidestep
- 3) FMS C: Roll, Underarm & Overarm Throw
- 4) FMS D: Catch, Kick & Strike

There are an additional 2 units for FMS – FMS linked to themes and texts and FMS Extra (to develop and revisit)

In Y1 and Y2, the children will also cover the sports taught as in KS2...

In KS2, the children will cover:

- 1) Athletics (indoor, outdoor, **swimming**, multi skill)
- 2) Dance
- 3) Gymnastics
- 4) Invasion Games (football, tag rugby, netball, hockey and basketball)
- 5) Net and Wall (tennis, badminton)
- 6) Strike and Field (hockey, rounders)
- 7) Target Games (dodgeball)

The units will be covered for 12 weeks, except for the swimming. We have decided that the children in KS2 will each have a 6 week block in Y3, 4, 5 & 6 and this will ensure they have the coverage and achieve NC at the end of Y6.

The children will also have the opportunity to participate in:

- Outdoor Education
- Forest School (increasing as our offer develops)
- Sports events
- Sports days
- After school sport clubs
- Clubs in school time, organised by the children
- Before school clubs
- Quadkids
- Balancebikes
- Bikeability

All of this will contribute towards our School Games Mark, with aim to achieve Silver this year.

At Asmall Primary, our children develop these skills through play in our stimulating and active learning environments with the support of our qualified staff. We provide:

- Time and space to enjoy energetic play daily.
- Opportunities for movement skills through games with beanbags, cones, balls and hoops.
- Activities where children can practise moving in different ways: balancing, target throwing, rolling, kicking and catching.
- Activities to develop manipulative skills, e.g. cooking, painting, clay and playing instruments.
- Large portable equipment that children can move about safely.
- Opportunities to use tools and materials effectively and safely.
- A range of left-handed tools, especially left-handed scissors.
- Differentiated scissors and writing tools for children with physical difficulties.
- A range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways. E.g. by twisting, pushing, slotting or magnetism.
- Play resources including small- world toys, construction sets, threading and posting toys, dolls' clothes and material for collage.
- Health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health.

At Asmall, we have 2 Sport's Councillors from Y5. These are chosen by their teachers. They take part in local Sport Council meetings via WLSP and they give their peers a voice in sports at Asmall. They organise Pupil Voice, fundraising, clubs and competitions for the children at Asmall. They also attend events and award ceremonies as our representatives.

Inclusion, SEN and Equal Opportunities

INCLUSION AND SEN

Any child with Special Educational Needs will participate in all activities as far as possible according to his/her abilities, in consultation with the Special Needs Co-ordinator, parents and any Special Needs personnel. Further guidance on integrating children with Special Educational Needs can be found in 'Safe Practice in Physical Education' [BAALPE] page 75-97. This is chiefly concerned with safe practice.

EQUAL OPPORTUNITIES

Equal access to all aspects of the education curriculum will be available to all children. All children have equal access to the PE curriculum regardless of race, gender, creed or ability, in line with the school's policies on Special Educational Needs [SEN] and Gifted and Talented [GT] children. This policy pays due regard to the Disability Discriminations Act.

This statement reflects the school values and philosophy in relation to the teaching of Physical Education. It pays due regard to the need to eliminate unlawful racial discrimination, to promote equality of opportunity and to promote good relations between persons of different racial groups [Race Relations Act 2000 (amendment)].

HEALTH AND SAFETY

The school will follow the safety requirements as laid down by the guidelines in 'Safe Practice in Physical Education' [BAALPE] with particular attention to:

- Appropriate precautions and procedures should be followed, as recommended by County and National Bodies. In addition, teachers should ensure that there is a safe working environment whatever activity is being undertaken.
- Updates, concerning health and safety, will be displayed for all staff and copies filed in the PE File.

ENRICHMENT

Children across school are given the opportunities to take part in competitive sport, within the school community and the wider country through WLSP/SHARES organised events (and others from local organisations/schools). This program of competitive sport activities will be fully engaged with, to encourage the children to play sports competitively against children beyond their school. They will develop skills and good sportsmanship.

These may include (these are all mixed unless stated):

- Dodgeball tournaments
- Friendly matches with local schools
- Football tournaments (boys/girls/mixed)
- Netball matches
- Multi-Skills (KS1)
- Curling and Boccia (KS2a)
- Fundamental Skills (KS1)

We also organise and offer lots of enrichment, which is above and beyond the normal PE offer, these may include:

- Yogi Day for whole school
- Taking football team to watch a professional football match
- Girls' Football Partnership (with Barclays)
- Panini Sticker event
- Running Club/taking part in local 5k Park Run

Subject Co-ordinator Role

ROLE OF THE CO-ORDINATOR

The class teacher will generally be responsible for P.E. provision for the class in addition to the extra staff/arrangements required for swimming. The PE Co-ordinator is responsible for the preparation and implementation of the Physical Education Policy and Scheme of Work in consultation with other staff, also the organisation and ordering of PE resources. The PE Co-ordinator works closely with The Schools Sports Partnership to assess staff training needs and to provide appropriate support with planning and delivery.

INTENDED IMPACT

- Pupils have the opportunity to reflect on and discuss their performance during lessons, the use of I-pads to record, peer-group working, self and peer assessment and evaluation.
- This results in improved self-confidence and self-esteem, with a greater desire for child participation in lessons.
- The impact of developments in PE at Asmall Primary is measured through 'teacher/pupil voice' each term on the specific aspects of the PE primary curriculum that year, from pupil activity throughout the day, play spaces, use of equipment at lunchtimes and enjoyment of PE lessons.

- Teachers and subject leaders adapt planning according to the children's needs.
- This helps our children learn to take responsibility for their own health and fitness, as well as engaging in competitive sports. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.
- We help to motivate children to participate in a variety of sports through quality teaching that is engaging and fun. We also track children across the school to identify those who are attending extra sporting activities and encourage ALL children to participate in at least one sporting event each year.
- Teachers regularly assess their teaching skills and whether they would benefit from additional courses. These courses also help to identify the need for additional resources in school.

ASSESSMENT, RECORDING AND REPORTING

Strengths and weaknesses will be identified. Assessment of national curriculum levels takes place at the end of each Key Stage. Parents receive annual written reports in which the child's progress in Physical Education will be reported.

MONITORING AND EVALUATION

The Headteacher and Subject Co-ordinator will be responsible for monitoring progress in Physical Education, by monitoring teachers planning and taking notes of evaluations written. INSET opportunities provided by the LEA will be made available to staff requiring them. Teachers will monitor progression using 'End of Year Expectations' targets.