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**Shawlands Primary School**

**Policy**

**Physical Education Policy**

**REVIEWED EVERY 3 YEARS**

**(SUMMER 2018)**

**Introduced: Summer 2015**

**Written by L McClure on:**

**Signed…………………………………..**

**Approved by the Governing Body on:**

**Signed……………………………………**

**Shawlands Primary School**

**Physical Education Policy**

###### PHILOSOPHY

Physical education develops pupils’ physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skills, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide 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. Physical education has the potential to make significant contributions to, and provide substantial support for, many areas of the curriculum. PE also has a significant impact on health and emotional well-being and this is something that we take very seriously for all of our stakeholders, especially the young people of the future who we work with every day.

###### AIMS

 To increase the physical skill of each child, developing versatility, adaptability and the ability to cope with various tasks and situations

 To encourage and develop controlled movements, spatial awareness and become independent by planning, performing, evaluating and improving performance

 To help children to learn how to co-operate with each other and to work successfully as a member of a group

 To provide opportunities for children to experience a variety of games equipment and develop handling skills such as throwing, catching etc.

 To encourage listening skills and appreciate the quality of movement and expression of basic emotions in context

 To ensure safe practice at all times

 To encourage healthy lifestyles by increasing awareness of the effects of exercise on the body in the short term and long term

 As part of local Schools’ Partnership, to work towards the aims of the Team Activ plan

* To develop children’s enjoyment of physical activity to encourage lifelong participation in physical activity
* To help children to learn about winning with grace and losing with dignity and spirit and to foster a culture of hard work and improvement

###### STAFFING/STAFF DEVELOPMENT

THE ROLE OF THE KEY PE STAFF

1. Developing an appropriate PE policy and implementing a monitoring cycle to ensure that PE is accessed through safe and quality activities.
2. Promoting and maintaining an interest in all aspects of physical education.
3. Ensuring PE and school sport are an integral part of the school development plan.
4. Advising on ordering, purchasing and maintaining suitable and necessary equipment and playground markings.
5. Supporting colleagues to develop their qualities in PE teaching and to ensure the inclusion of all children in high quality PE and school sport.
6. Supporting adults other than teachers in improving the quality of playground and lunchtime supervision.
7. Mentoring the young leaders and other adults who support PE and school sport.
8. Identifying additional funds and resources to support out of school hours learning opportunities.
9. Establishing opportunities for intra and inter school competitions and festivals.
10. Obtaining and disseminating information concerned with physical education to staff and school.
11. Fostering the children’s interest and awareness in current and topical sporting events and listening to pupil's needs and interests in relation to PE and schools sport.
12. Undertaking an audit of PE and school sport to ensure the effectiveness of schemes of work, through monitoring of pupils work and staff planning, in order to make informed judgements about the standards of PE learning and progress in this subject.
13. Manage a budget to supplement resources for PE lessons and out-of-school activities
14. To provide and support professional development of other staff through access to trained coaches and CPD opportunities.
15. To liase with other co-ordinators and appropriate agencies to support the policy aims.
16. To monitor and encourage participation in curriculum PE and OSHL activities.

TEACHING STAFF

All members of staff teaching physical education will:-

* Conduct lessons in a secure, supportive and disciplined manner, with pupils and staff showing mutual respect.

 Be responsible for putting the National Curriculum requirements, schemes of work and PE policy into practice.

 Report any damage of equipment to the PE Co-ordinator.

 Attend relevant training courses/INSET to update their subject knowledge.

 Be responsible for the safety of the children in their lessons by following the health and safety guidelines.

 Follow the assessment procedures and report to parents according to the school practices/policies.

###### ENTITLEMENT

CONTENT/GUIDELINES

The Foundation Stage curriculum requires that through physical development children improve skills of co-ordination (including hand-to-eye), control, manipulation and movement. Physical development helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active.

The National Curriculum requires that in Key Stage 1 each child follows the programmes of study in the areas of:

 Games-invasion, net/wall and striking

 Gymnastics.

 Dance and Movement.

In Key Stage 2 each child follows the programmes of study in the areas of:-

 Games- invasion, net/wall and striking

 Gymnastics.

 Dance and Movement.

 Athletic activities.

Swimming.(this will be taught until pupils can achieve the requirements of the curriculum)

 Outdoor and Adventurous Activities.

These areas of activity are taught through the four strands of the NC, which are:

1. Acquiring and developing skills
2. Selecting and applying skills, tactics and compositional ideas
3. Evaluating and improving performance
4. Knowledge and understanding of fitness and health

GAMES

 Children will be taught simple competitive and co-operative games including how to play them as individuals and when ready in pairs and in small groups - leading to larger team games and competitions.

 Pupils will be taught to develop and practice a variety of ways of sending

 (including rolling, striking, throwing and bouncing), receiving and travelling with

 a ball and other games equipment.

GYMNASTIC ACTIVITIES

 Pupils will be taught different ways of performing the basic actions of travelling using hands and feet, turning and rolling, jumping, balancing, swinging and climbing both on the floor and using apparatus.

* Pupils will be taught to link a series of actions both on the floor and using apparatus and how to repeat them.
* Safely managing and moving resources and specialist equipment

## DANCE

 Pupils will be taught to develop control, co-ordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness.

 Children will be taught to perform movements or patterns including some from existing dance traditions and from various cultures.

 Children will be taught to explore moods and feelings and to develop their response to music through dances by using rhythmic responses and contrasts of speed, shape, direction and level.

All PE areas should develop skills, knowledge, concepts and attitudes simultaneously.

### SWIMMING

 In KS2 all pupils will have the opportunity to follow a swimming programme organized by the local education authority to meet the needs of the PE National Curriculum. The school ensures all pupils leave Shawlands at the end of KS2 able to swim 25 metres as a minimum requirement. This is a vital life skill and one which we must provide for our young people.

ATHLETICS

 All children should be encouraged to take part in a course of athletics which involves fitness, skill, competition, and enjoyment. Through specific athletic activities or within gymnastics or games situations, a child will be able to cover attainment targets in different study areas, for example, Maths when measuring distances, and Science when investigating forces and energy.

OUTDOOR AND ADVENTUROUS ACTIVITIES

 By definition this area of study relates to any challenging activity which takes place out of doors. Our programme of visits including a 5-day residential provides valuable opportunities for pupils to experience a variety of outdoor activities.

TIME ALLOCATION

We aim to offer each child the chance to participate in at least 2 hours of high quality PE per week. This is topped up by playground activities and after-school clubs/competitions.

###### **CROSS CURRICULAR ISSUES**

As well as making its own distinctive contribution to the school curriculum, PE contributes to the wider areas of primary education.

Some of the examples of these links may be as follows:-

 Literacy – Children are encouraged to evaluate their own and others’ work

 Numeracy – Children are given the opportunity to measure distance, times and speeds

* Science – Children are made aware of changes to their body due to the exercises that they undertake
* Geography – Children undertake geographical studies of the local area thus combining walks of a challenging nature for some pupils.

Themed links are also incorporated into dance and gymnastic lessons to improve musical sequencing, rhythm and poetry.

**PSHE & CITIZENSHIP**

Throughout the scheme of work children have opportunities to:

 Work with others, listening to their ideas and treating them with respect.

 Co-operate and collaborate with others, in teams and groups, to achieve a goal together.

 Develop an understanding of fair play through knowing and applying rules and conventions.

 Develop a respect for, and positive attitudes towards the environment and their own health, safety and wellbeing.

 Learn to recognise and value physical differences, abilities and aptitudes, and to find ways of accepting and including all.

###### PLANNING AND PROGRESSION

Planning for PE incorporates the guidelines as detailed in this policy and in the National Curriculum for PE.

**Long term** - The long-term plan provides us with the units of work split appropriate focus areas as shown above…games, etc. It has been developed to ensure that statutory requirements are met in line with the 2014 Curriculum and that there is continuity and progression in this subject across the school. The use of other published and support materials enhance this.

**Medium term** – It is recommended that PE plans have links to clubs and competitions over the course of the 12 month Team Activ cycle.

**Short term** – Plans are available for teachers to use and provide exemplary materials for all areas of the PE curriculum.

###### ASSESSMENT AND RECORDING

Children are constantly assessed in PE lessons and feedback is shared between coaches and teaching staff. Annual records are compiled of pupils’ abilities in PE and reported to parents.

###### EQUAL OPPORTUNITIES AND INCLUSION

EQUAL OPPORTUNITIES

In accordance with the school’s Equal Opportunities Policy’ all pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. Pupils who are more able at sports and PE have additional challenges planned and they are encouraged to access clubs and competitions to develop and nurture their talent.

Physical education will not be withheld as a sanction, although individuals may be withdrawn if their actions are deemed dangerous either to themselves or others. Additional sports activities, including competitions, are used as sanctions where behaviour or attitudes are not meeting the school’s standards or expectations.

# INCLUSION

We will:

 Set suitable learning challenges.

 Respond to pupils’ diverse learning needs.

 Overcome potential barriers to learning and assessment for individuals and groups of pupils. (Eg.. special educational needs, pupils with disabilities).

For different abilities tasks are differentiated at the short term planning stage. Children who are on the special needs register have individual education plans and a planned programme of support if appropriate. Specially adapted clothing and equipment may be recommended by specialists working with the school to enable all children to participate.

School is committed to the principles of the *EVERY CHILD MATTERS* initiative and provides additional activities for those children judged to benefit PE at a more competitive and challenging level. Teams of Shawlands pupils are entered at local and national competitions, for example football, athletics, cricket, dancing and cross-country running.

###### EQUIPMENT & RESOURCES

 PE equipment is stored in the two cupboards in the school hall. This is accessed by teachers or pupils asked specifically to fetch equipment for a lesson.

* Pupils have access to other equipment managed by the school’s lunchtime supervisory staff at lunchtimes.

SAFE PRACTICE

 Members of staff, where possible, will change their clothing and footwear to teach physical education. If this is not possible all staff members will ensure that they are wearing suitable clothing with a change of footwear.

 When the lesson is indoors pupils wear their PE kit with bare feet, except for aerobics, when it is important that children’s feet are supported by trainers. If a child has verrucae’s they also take part in bare feet. (Health and Safety Circular 21/09/00). When the lesson is outside pupils wear their PE kit and trainers/pumps. Football tops, and other fashion clothing items are not acceptable PE kit.

 Long hair is fastened back and jewellery/personal effects removed (Health and Safety Circular 21/09/00). If a child forgets their PE kit they are encouraged to borrow in order to maintain continuity of provision.

 To eliminate potential hazards and risks, obstacles removed where appropriate and the floor/work area and equipment used checked for faults/damage. All faults/damage need to be reported initially to the PE Co-ordinator, then the Headteacher. Possible hazards such as storage furniture must be covered with PE mats before the start of the lesson.

 Pupils are taught safe ways to lift and carry equipment. Equipment used needs to reflect the age and ability of the pupils. Equipment is stored safely in the PE stores or around the hall and is replaced safely after use.

 Pupils must be supervised at all times, and are encouraged to work in a positive disciplined manner. They are not allowed onto apparatus until the teacher has checked it. Pupils are expected to respond to the ‘stop’ signal.

 All lessons include a warm up and cool down. Skills need to be developed appropriately before being used in games situations/on apparatus.

 For outside lessons apparatus needs to be assembled in a safe suitable place for access, boundaries marked, and all striking/hitting to be away from buildings.

 When using an alternative venue or site parents/guardians are informed, a first aid box is available, and details of the event left with the school. Emergency contacts are taken, rules and regulations for the site will be adhered to, and LA guidelines for staff/pupil ratios followed.

 During swimming lessons pupils will follow instructions and walk quietly at all times. They will wear correct clothing, and be made familiar with the centre’s own safety procedures.

 For activities requiring transport, we follow Government and LEA guidelines

DRESS CODE

#### Children are required to change into plain dark shorts and their team colour T-shirt. Those children who do not have a team T-shirt need to wear a plain white T-shirt. Indoor PE should be taken with indoor pumps or bare feet (no socks). For outdoor PE pupils can wear trainers and suitably warm clothing as well as their standard PE kit.

**OUT-OF-SCHOOL-HOURS LEARNING (OSHL)**

The aim of our OSHL programme is to supplement and enhance the curriculum by providing further opportunity to take part in physical activity.

At Shawlands we offer football, table tennis, dancing, athletics, gymnastics, karate, cricket, netball and rounders. The list of activities is being developed all of the time.

Through our programmes children are encouraged and guided toward local community clubs in order to participate further in an activity.

Children are consulted through discussions as to what activities they would like to participate in. Good attendance and behaviour are expected at all clubs.

Clubs are regularly monitored to see who is attending so non-attendees can be identified and catered for, particularly in the event of clubs clashing.

Letters for clubs go out at the start of each half-term. Clubs tend to run for one hour and last for a period of 6 weeks or a full half term. We must have a form signed by a parent/carer in order to admit a child.

###### HEALTHY SCHOOLS

We are committed to the principles of the Barnsley Healthy Schools Scheme.

PRINCIPLES OF THE BARNSLEY HEALTHY SCHOOLS SCHEME

The Healthy Schools Scheme looks at health in its widest sense, encompassing physical, emotional health and social wellbeing and addressing inequalities in health.

The Healthy School Scheme is school led. It acknowledges the uniqueness of each school and is based around a school's own priorities and needs.

The Healthy School is non-competitive

The Healthy School builds upon existing achievements and is a developmental and on-going process.

The Healthy School Scheme promotes the participation of the whole school community and encourages an inclusive approach to decision making.

This policy is available at:

<http://www.shawlandsprimaryschool.co.uk/policies>

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