

Warren Farm Primary School



Physical Education Policy 2022

Date of Last review	05/09/2022
Date agreed by governors	10/11/2022
Date of next review	10/11/2023

Warren Farm Primary School Physical

Education Policy

Introduction

Warren Farm Primary School recognises the vital contribution of physical education to a pupil's physical, cognitive, social and emotional development as well as the role it can play in a pupil's spiritual, moral and cultural development; creating healthy bodies and active minds. Physical activity is used as a tool to promote self esteem and confidence in expression of feelings. Thinking, selecting and applying skills are employed during physical activity, these are promoted as life skills.

VISION

“To develop within the school an ethos and culture in which every child enjoys sport and is enthused and engaged with physical education. Pupils will have fun developing a range of skills that enable them to passionately participate collaboratively and competitively in a variety of sports.”

Aims

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.

Objectives

Aim : To ensure that all pupils develop competence to excel in a broad range of physical activities by:-

- acquiring and developing a range of fine and gross motor skills.
- developing knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- developing confidence in their own skills and abilities.
- developing an increasing ability to select, link and apply skills, tactics and compositional ideas.
- developing a positive attitude to themselves and others.

Aim : To ensure that all pupils are physically active for sustained periods of time by:-

- developing a love of physical exercise through experiencing a range of differing activities.
- realising that physical activity doesn't have to be about winning a competition - doing your best is as important.
- practicing using the correct technique which will improve accuracy and individual performance.

Aim : To ensure that all pupils engage in competitive sports and activities by :-

- developing the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- developing decision making and problem solving skills.
- being able to evaluate performance and act upon constructive criticism.
- treating your team, the opposition and the referee with respect through a sense of fair play.
- raising self-esteem through opportunities to celebrate sporting success (assemblies).

Aim : To ensure that all pupils lead healthy, active lives.

- promoting fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- appreciating of the value of safe exercising.
- promoting an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- realising that the right exercise for you can be fun and will give you energy for other things in life.

Curriculum

We provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

EYFS (Nursery/Reception)

Opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities. They also provide well-structured lessons with opportunities for outdoor physical activity, which involve the use of a range of equipment and involve different spatial experiences.

Pupils in both KS1 and KS2 engage in high quality PE during the course of each week.

Key Stage 1

The curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic, dance and swimming.

In KS1 Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key Stage 2

Pupils continue to apply and develop a range of skills and units of work include a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics, outdoor adventure and swimming. Physical activity is promoted at lunch and break times, we also enrich pupils experiences through opportunities for outdoor and adventurous activities (school residential) and through a variety of competitions.

Pupils are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is closely aligned with our policy on Health and Well-being (PSHE).

In KS2 Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Contribution of PE to teaching in other curriculum areas

English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

Health and Well-being

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

Resources:

There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage. The class teacher will choose the equipment that is appropriate and where to use it.

- School Hall.
- 3 playground areas (Astro turf/ court area/ KS1 area)
- Leisure centre pool.
- P.E. cupboard replenished annually. (Teachers to advise if any particular equipment is needed)
- Portable netball/basketball/football posts.
- Fixed gymnastics equipment.
- Benches and portable mats.
- Karate outfits.

Planning

We plan a range of activities that aim to provide pupils with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class. Using planning templates provided (Sports-mad curriculum and PE Hub). Some lessons may on occasion be taught alongside a sports coach.

Swimming lessons are always taught by a specialist swimming teacher along with the class teacher.

Assessment:

We assess the pupils work in P.E. through observation, discussion with pupils, and by encouraging self-assessment.

Pupils are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and identify targets for the future.

Teachers/coaches record the progress made by pupils against the learning objectives for their lesson. This is recorded every half term.

Staff Development

Staff take part in professional development to ensure secure subject knowledge and are fully aware of health and safety procedures. Where staff indicate they feel they need support, appropriate support is given by the subject leader, specialist sports coaches or outside providers through INSET. Staff who attend outside training courses provide additional support and knowledge through the dissemination of key skills.

Inclusion

We provide equal opportunities and educational entitlement for all pupils, regardless of creed, culture, age, gender or ability. We strive to give all pupils equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities. Pupils should be given the opportunity to experience success in P.E. and to achieve as high a standard as possible.

SEN(D)

If a pupil has a particular need, it may be necessary to modify activities where necessary:

- By changing rules/ playing area/ equipment to allow inclusion.
- By providing parallel activities which enable all pupils take part in the same activity but in different ways, e.g. pupils in ability matched games or, in the case of pupils with a disability, grouped according to the way in which they play, such as standing or seated.

Provision for these pupils within P.E. lessons will be made by the teacher in consultation with the SENCO.

More-able Pupils

If pupils show a particular aptitude or ability in PE they are added to the More-able and Talented list, this is updated regularly. Provision for these pupils' within P.E. lessons will be made by the teacher in consultation with the P.E. Leader.

- No pupils will be excluded from any physical education programme unless advised by a medical professional and agreed by a member of the SMT

A record is kept of all pupils with medical conditions which may either affect their ability to participate in physical activity or which may be adversely affected by physical activity (e.g. asthma).

Whenever a pupil is unable to participate due to health reasons (for example, a broken leg/arm) they whenever possible will be involved in the lesson whenever possible by operating the stop watch, making critical evaluations etc.

All pupils are encouraged to join clubs and extend their interest and involvement in sport. We believe that through the variety of opportunities that PE offers, pupils can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

Health and safety:

The school follows the BAALPE guidelines available via the PE leader. The school operates its own health and safety policy. The school has dedicated first aid staff available to treat all injuries.

- Pupils are taught how to improve their own abilities to assess risks.
- **Inhalers** for pupils suffering from asthma are made readily accessible
- **Pupils with diabetes** are monitored closely throughout and after PE lessons by staff.
- **Regular checks** are made on **all equipment**.
- The subject leader makes **termly visual checks** for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All **large items** of equipment are **inspected annually** by an independent safety expert.
- Pupils are **taught how to move and use apparatus safely** under the supervision of a teacher or responsible adult.
- Pupils are **made aware of safe practice** and understand the need for safety when undertaking any activity. (E.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc.).

- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- **Teachers ensure that no jewellery is worn in lessons** and long hair should be tied back. If earrings cannot be taken out, they are taped over.
- Pupils wear suitable footwear when travelling to and from the hall.

Extra Curricula Sporting Events

Our extra-curricular programme compliments and supplements the range of activities covered in curriculum time. We compete in a range of inter-school fixtures, tournaments and festivals within the KSSP partnership. The extra-curricular content aims to be varied, including team and individual competitive and non-competitive clubs and events.

The Deputy Head Teacher liaises with co-ordinators/teachers and sports coaches to arrange 'After school' clubs/ attendance of teams at External Sporting competitions and other extra-curricular activities.

When competitions are entered a risk assessment is undertaken, transport is provided by our school minibus for fixtures and competitions. In order to safeguard our pupils we do not allow external parties to photograph our pupils without the express permission of their parents.

Out of School Hours (OOSH) Programme:

OOSH programme allows pupils opportunities to develop their physical activity as part of a healthy lifestyle throughout their lives. The school operates an extensive programme for both boys and girls and across all phases. Both competitive and non-competitive opportunities are provided.

Dress code

All pupils at Warren Farm are expected to wear their own P.E. kit:–

Indoor kit includes:

Black shorts, yellow t-shirt (with Warren Farm logo on), black plimsoll pumps (non-marking soles). Pupils will work in bare feet for all hall apparatus work and gymnastics.

Outdoor kit includes:

Plain black/navy blue tracksuit bottoms, long-sleeved jumper (school jumper will suffice) and trainers.

All kit is left in school, ready for each P.E. lesson in clearly named pump bags provided by the school. Staff are responsible for ensuring kit is provided by parents and maintained to a good standard (e.g. no broken pumps etc.).

Staff should also wear suitable footwear and be dressed appropriately in PE kit.

Role of the P.E. Professional/PLT:

The role of the Lead PE professional/PLT involves:

- Supporting the development of the curriculum.
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment. (To advise Business Manager of any issues).
- Ensuring areas for lessons are kept safe. (To advise Business Manager of any issues).
- Assisting with record keeping and assessment of the subject.
- Monitoring the teaching within the school.
- Delivering assemblies to promote sport in school.
- Maintaining the physical education notice board.
- Ensuring opportunities and provision of OOSH and staff related training.
- Liaise with the Kingsbury School Partnership and develop partnership links.
- Managing competitive events and schedules.

This policy was produced by the lead teacher for P.E. in conjunction with Deputy Head Teacher/ Staff/ Pupils and School Council.

Please also refer to Sport Premium reports on the school website.