



Physical Education Policy

INTRODUCTION

PE 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 and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives. We aim to embed all of our school values through the teaching of Physical Education lessons such as determination, resilience, honesty, kindness, empathy, respect, courage, responsibility and tolerance.

1. AIMS AND OBJECTIVES

At Seven Stars Primary School, we aim to deliver a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We aim to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We aim to provide opportunities to compete in sport and other activities which build character and help to embed values such as fairness and respect. Using a range of strokes, we want our children to swim competently, confidently and proficiently over a distance of at least 25 metres and, most importantly, to perform safe self-rescue in different water-based situations; to achieve these goals, we fund weekly swimming lessons for our Year 5 children.

At Seven Stars Primary School, our aim is for every child to:

- Be physically active for sustained periods of time
- Be engaged in competitive sports and activities
- Lead healthy, active lives.
- To enable children to develop and explore physical skills with increasing control and coordination;
- 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 show children how to improve the quality and control of their performance.

- To promote positive attitudes towards health, hygiene and fitness and recognise 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.

2. PE CURRICULUM

Foundation Stage

As part of the Early Years Curriculum the children have access to a range of equipment and apparatus every day, aimed to enhance their physical development in relation to achieving the Stepping Stones and Early Learning Goals. The specific PE sessions work towards the areas as stated in the Early Years Curriculum.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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 should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination

- play competitive games, modified where appropriate, such as 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. At Seven Stars Primary School, children in Year 5 are provided with swimming lessons over a 1 year period: From Sep July

At Seven Stars Primary School, our pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively such as front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.

3. TEACHING AND PLANNING

At Seven Stars Primary School, we use Lancashire County Council's updated Scheme of Work 2014 for Key stages 1 and 2 which we amend to best suit the needs and strengths of the each child.

4. TEACHING AND LEARNING STYLE

Our principal aim is to develop children's knowledge, skills, and understanding in PE. We do this through 2 hours of PE lessons per week that consists of both whole-class and group teaching, as well as opportunities to apply skills independently.

There are children of differing ability in all classes at Seven Stars Primary School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies with regard to the needs of the child.

5. TEACHING PE TO CHILDREN WITH SPECIAL NEEDS OR SPECIFIC TALENTS

All children at seven Stars Primary School are entitled to participate in the PE curriculum regardless of ethnicity, gender, religion and special educational need. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of

children with learning difficulties. Work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

For children who show considerable excellence for their age, we develop links with outside clubs in their particular sporting specialism e.g. athletics, tennis, dance.

6. ASSESSMENT AND RECORDING

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

Teachers assess children's learning in PE as they observe them during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Each teacher and the PE subject leader keep electronic samples of children's work using *Earwig*. This PE timeline enables teachers and the PE subject leader to review progress for individual classes or across classes and to compare one year with another. These records demonstrate a broad range of ability and achievement for each age group in the school.

7. RESOURCES

Children should have access to a range of well organised, clearly identifiable resources to develop the ability to select the appropriate equipment for a task.

Teachers will ensure that all resources are available when they are needed.

Everyday indoor PE resources will be stored and available from the PE store cupboard and returned after use.

Outdoor PE resources will also be stored in the indoor P.E cupboard.

Children should not go inside or use the P.E cupboard at any time. An adult must take the P.E equipment out of cupboard and then the children may handle the equipment when instructed to do so by an adult.

Teachers will notify the PE Subject Leader of damaged resources. Children should be taught to use resources/equipment appropriately and independently. Teachers will use a diverse range of resource material to cater for all the needs of the children.

8. APPROPRIATE DRESS

Children are expected to wear the following school PE kit in order to ensure safe participation during lessons:

Indoor PE lessons:

- Shorts
- T-shirt
- appropriate trainers and plimsolls / bare feet for gymnastics or dance

Outdoor PE lessons:

- T-shirts or school sweaters (winter)
- Shorts or tracksuit bottoms (winter)
- Appropriate trainers

Should a child not have their PE kit in school, each class may have a spare set of shorts and T-shirts, as well as a variety of plimsoll sizes to use? If used, these items will be washed once a half-term by the class teacher. If a class has no spare P.E kits to send a child to ask another Class whether or not they can borrow a P.E kit.

We encourage teachers to set a good example by wearing appropriate foot wear and clothing during P.E sessions.

9. HEALTH AND SAFETY

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. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity. Jewellery should not be worn during PE and children are required to remove items such as earrings, necklaces, watches and rings. Staff must not take earrings out for children. Parents must ensure that children remove earrings on the day that they have P.E unless children are able to take their earrings out themselves.

Risk assessments for indoor (school hall) and outdoor (school playground or field) for all P.E sessions can be found in the schools risk assessment file.

10. EXTRA-CURRICULAR ACTIVITIES

The school provides a range of P. E-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. 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 cooperation amongst our children.

11. COACHES

All sports coaches coming into school must have a UKCC level 2 qualification or above. A list of Lancashire approved coaches can be found on the Lancashire learning grid.

12. ROLE OF THE SUBJECT LEADER

The Subject Leader will monitor the delivery of the PE Curriculum on a termly basis. The Subject Leader will coordinate the School involvement with the School Sports Partnership to ensure staff development opportunities are taken and children regularly participate in sporting activities throughout School. The Subject Leader will ensure that the Sports Premium funding is used following the guidance set out by the Department of Education and measures the impact of the sport funding. Funding is allocated according to the needs of the children and forms part of the yearly audit and action plan.

P.E coordinator

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