



SHAWCLOUGH COMMUNITY PRIMARY SCHOOL

## PHYSICAL EDUCATION POLICY

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Next Review: April 2023

### INTRODUCTION

At Shawclough we endeavour to give all the children the greatest opportunity to experience a wide range of physical education

### THE AIMS OF PHYSICAL EDUCATION

A successful physical education programme should involve all children and develop the whole child – physically, mentally, emotionally and socially.

Through P.E. at Shawclough, pupils should have the opportunity to:

- Develop physical competence and promote physical development.
- Develop personal qualities such as self-esteem, self-confidence, tolerance and empathy.
- Develop artistic and aesthetic understanding within and through movement.
- Be able to extend, refine and improve a wide range of psychomotor skills.
- Appreciate the contribution of P.E. to the benefits of participating in physical activities in school and throughout life.
- Develop problem-solving skills.
- Develop interpersonal skills.
- Understand the contribution P.E. can make to keep them healthy.

### SKILLS AND CONCEPTS

Physical Education can help all pupils to:

- Appreciate and enjoy moving and achieving in physical education.
- Value the contribution that P.E. can make towards their health, well-being and lifestyle.
- Understand the importance of warming up for, and recovery from exercise – thus preventing injury.
- Value safety codes, minimise risk, avoid danger and respond appropriately to emergency situations.
- Understand and appreciate a range of kinds of physical activity.
- Be able to take part effectively on their own, with partners and in groups, in both competitive and co-operative situations.
- Select, practise and improve, to set their own goals and make sensible decisions about their own participation in physical activity – which activity and at what level.

- Decide on the most appropriate roles for them to play – as performer, spectator, official or leader.
- Recognise, understand and appreciate performances.
- Understand and appreciate the value of contributions by others whether male or female, whatever the level of ability, social or cultural background.
- Appreciate the importance of fair play and of abiding by the rules and codes of conduct in all activities.

## TEACHING AND LEARNING

At Shawclough, we have used the Curriculum 2014 and EYFS statutory framework as the basis for our curriculum planning.

- Nursery and Reception – Through a variety of child-led and adult initiated activities children will develop good control and coordination and be able to move confidently in a variety of ways.
- KS 1 – children are allocated 2 sessions of PE/games each week. Children will be taught a broad range of activities to master basic movements and develop balance and coordination. They will participate in team games and perform simple dances.
- KS2 – children are allocated 2 sessions of PE/games each week. Children will develop a broader range of skills. They will improve their basic movement skills developing flexibility, strength, control and balance. They will apply basic principles of attacking and defending in competitive games, and perform dances using a range of movements. They will also be able to evaluate their own and others performance. They will take part in outdoor and adventurous activity challenges both individually and within a team. In swimming children will learn a range of different strokes to be safe in water-based situations and to enable them to swim 25 metres.

### Equal opportunities - Inclusion

It is important that all children are provided with equal opportunities to participate and to achieve in different activities. Teachers must constantly review planning and organisation to ensure no child is disadvantaged.

### Gender

Care should be taken to ensure that mixed sex or single sex groupings are made for educational reasons.

### Cultural Diversity

Teachers should be aware of, and have respect for, cultural and religious conventions relating to diet, the dress, the body and personal hygiene, and be aware of religious observances. Teachers need to be aware of the needs of children who may have very limited English. However these children can greatly benefit from participating in physical activity.

### Special Education Needs

When planning a P.E. programme, teachers should endeavour to ensure:-

- All children are exposed to the full range of the curriculum to which they are entitled.
- Teachers should recognise what each child is capable of achieving and all pupils should be encouraged to develop their full potential.

## **Differentiation**

Differentiation can be achieved through setting tasks that are suitable and appropriate for a pupil's starting level that allow progress to be made.

Differentiation can be achieved by task, whereby, separate but related open tasks are provided for different ability groups.

## **Integration- Gifted and Talented**

All pupils should have the opportunity to work with other children of varying levels of ability and aptitude so that they can learn to appreciate and value their abilities. We do recognise that in school there may be a number of children who are gifted in specific physical activities.

## **Planning and Implementing Physical Education**

Obviously, the main emphasis of any P.E. lesson is going to be physical activity, but it is important that time is taken before, during and after the lesson to explain to pupils what they are doing and why. Pupils should understand what muscle groups are being exercised in various activities; they should understand the benefits to their heart. Older children should be encouraged to take regular note of their pulse rates before and after vigorous exercise.

From reception classes onward children need to understand the value of constant repetition in order to master a skill and also that even when a particular skill is mastered, it still needs constant practice to keep up a good standard.

The non-specialist P.E. teacher should still expect to be able to help pupils reach high standards. Being able to demonstrate skills is obviously one advantage, but teachers can often bring out in children skills that they themselves cannot perform. For this to happen, the teacher needs enthusiasm and knowledge of the mechanics of any particular skill being taught peer demonstration and evaluation can enhance learning.

To say children are discouraged by failure, but encouraged by success is obvious, but this is particularly true of P.E. The tasks given to the children need to be matched to their abilities, but they need to be taught that all skills are within their capabilities provided they practise and persevere.

## **BREADTH AND BALANCE**

We aim to deliver a broad curriculum which will bring all pupils into contact with each activity area, planning tasks at both key stages which provide breadth and balance through:-

- Competitive and non-competitive activities.
- Contact and non-contact sports.
- Group, pair, individual activities.
- Emphasis on both the development of skills and tactical understanding.
- Use of different teaching approaches.

## **CLOTHING AND EQUIPMENT**

Proper clothing is essential for all forms of physical education for reasons of health and safety and in some instances to achieve better performance. Therefore all the children must have a change of clothes for PE lessons. The provision of appropriate clothing and other equipment is the total responsibility of the parents to provide.

### **P.E. (indoors)**

It is recommended that for indoor lessons the children wear white T-shirt, black shorts and lightweight pumps.

Leggings, if child is required to cover-up legs, although this will preclude them from going on any equipment (for example the climbing frame) where gripping with legs is required – for health and safety reasons. No child should ever be allowed to do PE in stocking feet only for obvious health and safety reasons.

### **Games**

For outdoor lessons the children need warm outer clothes (in layers, two or three thin items is preferable to one thick one) and stronger footwear of “trainers”. Children in Phases Two and Three will also need a change of socks for outdoor games lessons, for health and hygiene reasons.

### **Swimming**

Currently children in Year Four undertake swimming as part of their PE programme. Parents are required to ensure that their child has the necessary clothing, swimming cap, towel and carrying bag. Short leggings under a costume are acceptable if the child is required to cover-up their legs. School sends out advice to parents at the time of the commencement of the swimming programme.

### **Children with long hair**

Children with long, hairstyles must have their hair tied back for all PE activities. It is the parent’s responsibility to provide the necessary equipment because of safety reasons.

### **Jewellery**

The School’s Policy on jewellery must be followed the children should not be wearing any in school. (In accordance with the BAALPE guidance the school follow the advice and employ a policy of no jewellery should be worn in any of the range of P.E. lessons.) Children who wear ear studs must remove them or cover them with surgical tape

### **Teachers**

Teacher should dress appropriately whenever possible. A pair of pumps or training shoes should always be worn even if a full change of clothes is not possible.

### **Extra-curricular groups**

The above requirements apply equally to those children who attend “physical education and sporting Clubs”

## **PROCEDURES FOR THOSE WHO WOULD BE NON-PARTICIPANTS**

Children will know when they should be participating in PE each week. They are therefore expected to come prepared and ready to join in the lesson in the same way they would be expected to join in any other lesson. This is of course the responsibility of the parent.

Some items of extra kit are held in school and may be issued in specific circumstances in relation to that child.

A text should be sent home if this is a regular occurrence.

## **SEND Intent**

At Shawclough, we believe that every pupil, regardless of needs, disability, race or gender, has a right to equal access to a broad and balanced curriculum. We present this subject in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential. We recognise every child as an individual, promoting self-esteem, independence, respect and responsibility. We work closely in partnership with parents and the wider community, as we understand that this is effective in helping children to learn and develop. We encourage children to be proactive in their learning by helping them to understand what they are good at and what they can do to get better.

It is our intent for all children with additional needs to:

- Have access to a broad balanced and relevant curriculum
- Be happy and feel secure.
- Be included.
- Achieve their very best.
- Demonstrate personal development and growth.
- Make good progress based on their personalised targets and Individual Provision Map (IPM)
- Experience wider activities leading to greater independence.
- Make effective independent decisions.

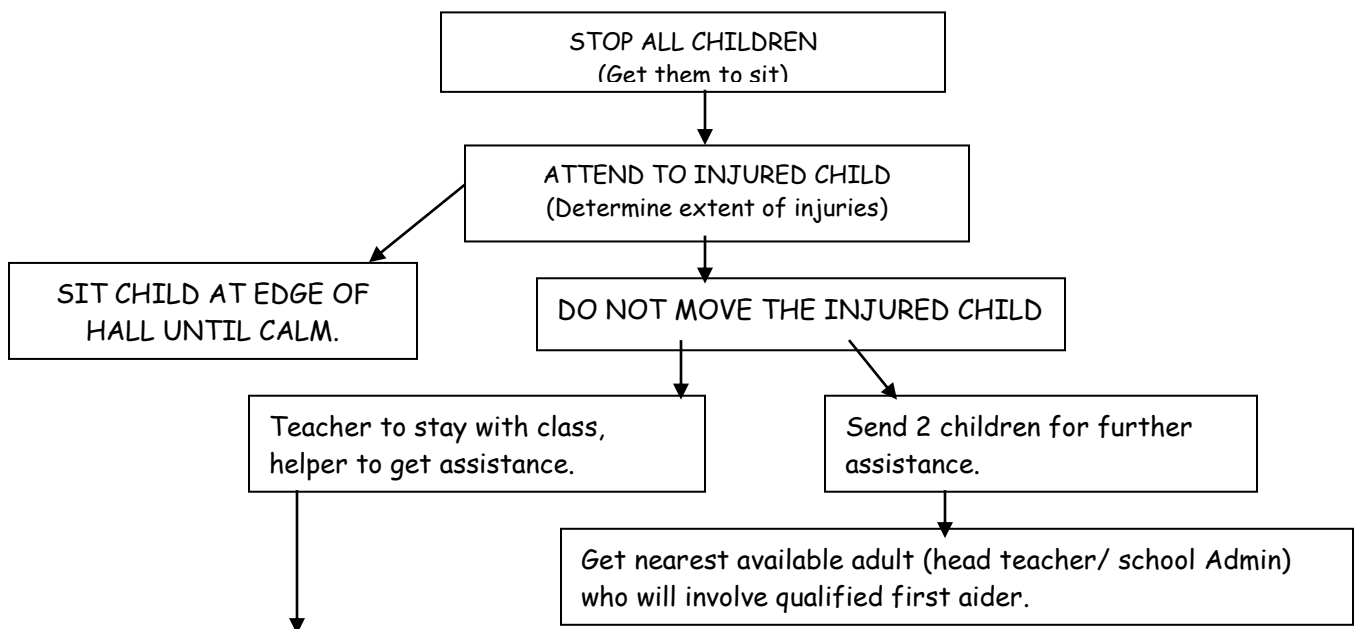
## **EXTRA-CURRICULAR ACTIVITIES**

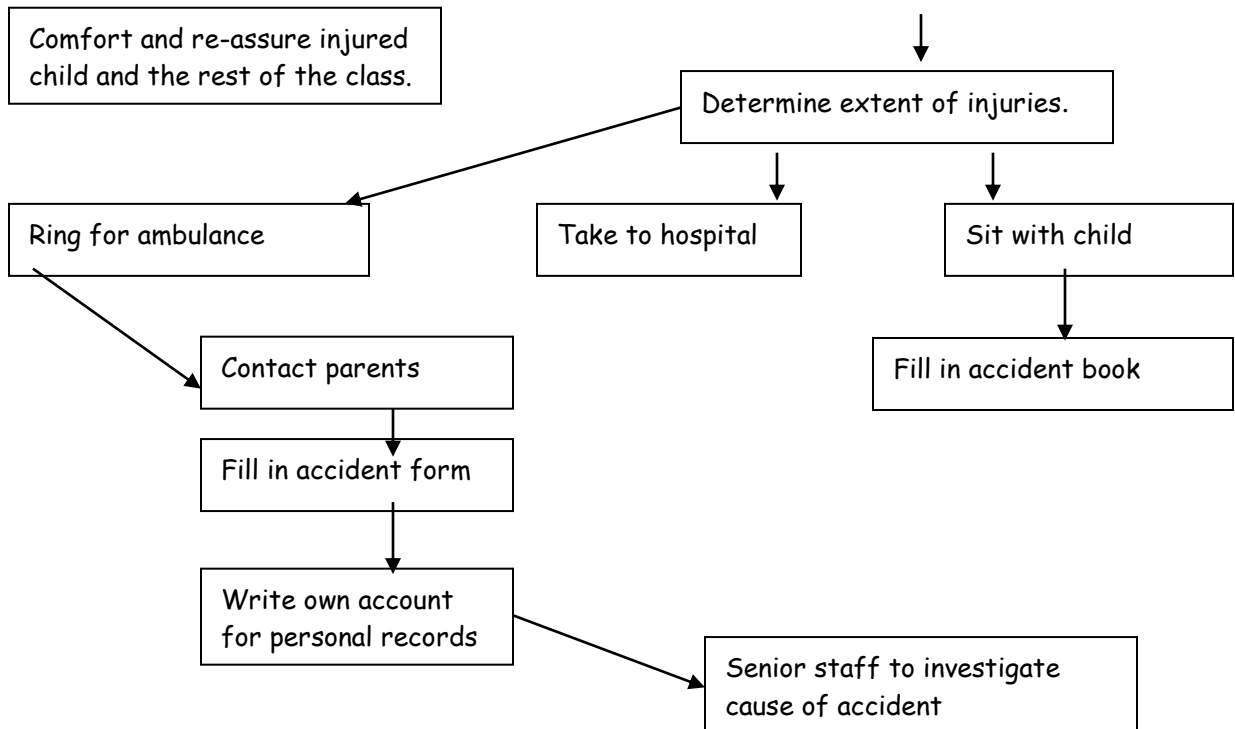
The school offers a number of competitive and non-competitive extra-curricular activities. Participation will be a matter of choice on behalf of the pupils. It will provide the opportunities to develop social skills and recreational interests as well as improving activity skills. Please refer to the appropriate policy and catalogue.

## **RESOURCES**

The majority of resources for P.E. are kept in the P.E. storerooms (hall and outside). At present, equipment is stored in baskets or bags within the storerooms. No children should be allowed in the storeroom, except for Play Leaders, and it is the teacher's responsibility to make sure all equipment is put back correctly after use. A 'counting out' and 'counting in' system is important, particularly where small apparatus is concerned.

PROCEDURE IN THE EVENT OF AN ACCIDENT IN P.E. LESSONS.





### SPECIFIC MEDICAL NEEDS

The awareness of safety is an integral part of education and is the shared responsibility of staff, children and parents. Staff should ensure they are familiar with first aid procedures and children with medical needs (see the school policy of the administration of medicine). The following guidelines are to be followed when a medical need is identified.

- Discussion to take place with parent, staff, child and medical professionals if appropriate.
- Establish medical needs
- Risk assessment, if appropriate.
- An up-to-date medical register is kept.

### APPARATUS USE AND SAFE HANDLING

- The teacher will position themselves in an appropriate position to see clearly.
- Check the working area and apparatus for faults, which then need to be reported to the school bursar. (See risk management BAALPE)
- Ensuring safe handling and positioning of apparatus/equipment

- Children should be taught how to assemble, lift, rearrange, dismantle and store apparatus as required by the teacher. Every child should be taught the skills of apparatus handling.
- Ensure that the apparatus is stored in accessible positions.
- Allocate sufficient children to any one piece of equipment to enable it to be lifted with relative 'lightness' for each individual.
- Demonstrate and direct operations in the first instance, using some pupils with the remainder of the class observing to see each unit safely assembled in the working position.
- Point out safe hand positions which will guard against toppling or premature release.
- Select lighter pieces and simple arrangements at first and build up to larger and more complex combinations of apparatus over time.
- Benches should be set down quietly and gently and carefully rolled if required to be inverted, with the balance rib up.
- The lifting of boxes, stools or similar apparatus should involve sufficient children to make the apparatus 'light'. Pupils should be taught where to place their hands and to lift and lower the equipment together. They should bend and straighten their legs and keep their backs straight.
- When fixing connecting bars between stools one end of the bar or beam should be secured first and the second stool then positioned appropriately for the fixing of the other end.
- Initially mats will be required to be lifted by four children, one to each corner. Two children will be appropriate when competency is established.
- Children should be taught never to begin working on the apparatus until permission to do so is given by the teacher **after checking** that:

The whole class is involved in lifting, carrying and positioning the apparatus until it is all assembled and ready;

1. everything is where it should be;
2. Space around the apparatus units is safe;
3. All fixings are secure;

#### USING THE APPARATUS IN THE LESSON

- Apparatus units will not be used by too many pupils at one time. The children should know this limit and should respond accordingly;
- Children should not stay too long on any one unit or combination of apparatus if free choice and circulation is encouraged.
- Leave sufficient time at the end of the lesson for all the apparatus to be stored away tidily and with care by the children.
- The teacher should be involved in helping to move the largest or most awkward pieces of apparatus in the initial stages of learning.
- The order for placing apparatus should be that which is fixed first; followed by larger mobile pieces, then benches and finally mats. This should be reversed when the apparatus is put away.
- The placing of mats is very important. They should be used where it is expected that children will need to cushion deliberate landings. Teachers should be wary of placing mats where it is considered there is a high probability of a child falling off the apparatus. It would be better to arrange



the apparatus and the demands on the child so that there is a high expectation of safe performance rather than that the child will fall. (see BALPE for more detail. This is held by the PE CO-Ordinator Helen Yeomans)

- **See appendix for example apparatus plan**

#### Monitor and review

The policy will be reviewed by the manager on three yearly cycle therefore this policy is due for review in 2023.