

Policy for Physical Education

Introduction

THIS DOCUMENT is a statement of the aims, principles and strategies for the teaching and learning of Physical Education at Tanworth-in-Arden C.E. Primary School and Nursery. THIS POLICY WILL BE REVIEWED in autumn 2023. Its implementation is the responsibility of all the teaching staff.

What is Physical Education?

PHYSICAL EDUCATION is about developing children's enjoyment, confidence and skill in physical activity and introducing them to the pleasures of sport. It is a practical subject which gives all children, irrespective of age, gender or ability, opportunities for participation, enjoyment and success

Aims

OUR AIMS IN TEACHING PHYSICAL EDUCATION are

- To promote good health and physical fitness, whilst improving each child's physical skills and body co-ordination.
- To exercise creativity and experience a sense of achievement and well-being.
- To encourage the use of initiative, show a willingness to accept responsibility and learn how to co-operate with one another.
- To provide all children with enjoyable experiences which will encourage a lifelong interest in physical activity.
- To broaden the children's' experience of different sports and create a lasting bond with sport in later life
- To supply all children with core sporting values which they can transfer into their everyday lives

Principles of the Teaching of and Learning of Physical Education

PHYSICAL EDUCATION is important because:

It helps fulfil the requirements of education in its broadest sense. Children must be given something which has a lasting and beneficial effect, something which leaves on each individual a permanent impression which affects thought, action and behaviour throughout life.

PHYSICAL EDUCATION is a foundation subject in the National Curriculum. There is one attainment target for Physical Education. It states by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

During Foundation Stage children should:

Developing physical skills such as: coordination, control, manipulation and movement. This is an important part of the education of young children and thus our Nursery and Reception class have

the same access to the physical education curriculum as key stage 1 classes, whilst working towards reaching their early learning goals. They also participate in the Forest School scheme.

During Key Stage 1 pupils should:

- 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 alongside striking and fielding skills.
- Perform dances using simple movement patterns.
- Start to evaluate their own performances and start to suggest improvements for others in dance and gymnastics
- Be able to explain basic principles of what a healthy lifestyle is and what role physical activity has in this

During Key Stage 2 pupils should:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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 develop plans to improve to achieve their personal best.
- Have a sophisticated understanding for the rules and laws for the different games and activities

During Swimming and Water Safety pupils should:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations
- Pupils in classes 3 and 4 access a whole term of swimming lessons, whereas pupils in classes receive half a term of swimming lessons throughout the academic year.
- They receive approximately 24 lessons during an academic year. Pupils are transported to our local pool where they receive 30 minutes water time. Pupils are taught in ability groups by the swimmer teachers at the facility.

All children have the opportunity to join sports clubs held during lunch and after school. They are also encouraged to take an active role in either participating, officiating or organising the many inter-house competitions that are held throughout the school year.

Strategies for the Teaching of Physical Education

THE PHYSICAL EDUCATION CURRICULUM IS ORGANISED into the following areas of activity for Key Stage 1 and Key Stage 2. All pupils including Reception children receive approximately two 1-hour physical education lessons per week.

Curriculum Mapping



| Year/Term | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-----------|-----------------------------------|-------------------------|-------------------------|--------------------------|-------------------------|-------------------------|
| Reception | Forest School | Ourselves | Forest School | Hands 1 | Feet 1 | Forest School |
| | Walking 1 | Forest School | High, Low, Over, Under | Forest School Hands 2 | Forest School | Games For Understanding |
| Year 1 | Body Parts | Forest School | Jumping 1 | Hands 1 | Games For Understanding | Health and Wellbeing |
| | Forest School | Feet 1 | Heroes | Forest School | Forest School | Forest School |
| | | Running 1 | Forest School | | Team Building | |
| Year 2 | Forest School | Hands 1 | Explorers | Games For Understanding | Team Building | Rackets Bats and Balls |
| | Pathways | Forest School | Dodging 1 | Health and Wellbeing | Forest School | Jumping 1 |
| | Feet 1 | | Forest School | Forest School | | Forest School |
| Year 3 | Symmetry & Asymmetry | Communication & Tactics | Wild Animals | Basketball | Athletics | Rounders |
| | Game Sense Invasion | Netball | Tennis | Orienteering | Swimming | Swimming |
| Year 4 | Bridges | Communication & Tactics | Space | Swimming | Athletics | Rounders |
| | Game Sense Invasion | Hockey | Swimming | Tennis | Cricket | Orienteering |
| Year 5 | Counter Balance & Counter Tension | Health Related Exercise | Basketball | Communication & Tactics | Athletics | Cricket |
| | Swimming | Game Sense Invasion | Hockey | Badminton | Rounders | Greeks |
| Year 6 | Game Sense Invasion | Swimming | Basketball | Badminton | Athletics | Rounders |
| | Matching & Mirroring | Carnival | Health Related Exercise | Tag Rugby | Cricket | Communication & Tactics |

PHYSICAL EDUCATION LESSONS will include opportunities for all children at each Key Stage to plan, perform and evaluate their work.

During all lessons children should be:

- Physically active for sustained periods of time
- Work safely and develop positive attitudes
- Develop and improve their skills in a broad range of physical activities
- Engage in competitive sports and activities when appropriate.
- Showcasing core sporting values (be ambitious, be inspiring, be connected and be fair)

If the normal lesson planned cannot be carried on outside due to adverse weather conditions the teacher will occupy the class with an appropriate alternative activity. When two classes are timetabled at the same time each class will share the allocated time in the hall.

When taking part in physical education lessons children are expected to:

- Behave in a considerate, responsible manner showing respect for other people and equipment.
- Look tidy during lessons and to have their kit named. New parents are informed of the
- Physical Education kit required for all school activities in the school prospectus.
- Change into the correct kit for PE, which can be found in the uniform policy.
- Not wear any jewellery or watches during lessons.
- Any earrings that can't be taken out should be covered with tape
- Use equipment safely at all times. Children will be taught to move and store equipment in a safe manner.
- Showcasing core sporting values (be ambitious, be inspiring, be connected and be fair)

A first aid bags are kept in the main school reception area in the first aid cupboard and can be used for minor injuries i.e. grazes and cuts. For more serious injuries contact should be made via main office to request assistance from a school first aider.

DO NOT MOVE SERIOUSLY INJURED PUPILS.

Staff are not allowed to issue pills/medicine. Pupils are required to take their inhalers outside with them during games and athletic activities and encouraged to use them prior to any vigorous activity. If a child has Epipens this should also be taken outside with them for every PE lesson

If an injury is serious, an entry should be made in the accident book so that the incident/injury is recorded, and parents informed. The book can be found in the first aid cupboard.

Approach to learning

All physical activities should be:

- Enjoyable, safe and yet challenging.
- Children will be taught in their class groups
- Have opportunities to work individually, in pairs and in small groups/teams.
- Be encouraged to use language appropriate to physical education when talking about their work.
- The ideals associated with fair play and good sporting behaviour will be encouraged at all times.

THERE IS SOME SPECIALIST TEACHING in physical education in

- Swimming by 2 qualified pool teachers.
- The majority of classes will be taught by a PE specialist at least once a week.
- Occasional sports specific coaching or after school clubs delivered by FA, LTA, and ECB qualified coaches.

The 2014 National Curriculum in Physical Education is used to help provide a framework for all PE subject content. We also use a commercially available scheme of work in Gymnastics,

Games and Dance (The PE Hub). This provides staff/TA with further resources to enhance their teaching of the PE curriculum.

PUPILS WITH SPECIAL NEEDS IN PHYSICAL EDUCATION are given opportunities to make progress. Using a variety of strategies which allow differentiation by either

- Equipment
- Task
- Support
- Outcome
- Response

GIFTED PUPILS IN PHYSICAL EDUCATION are given appropriate challenges as well as the opportunity to help others and are guided into extra-curricular clubs outside of school i.e. specialist coaches. Any sporting achievements that are achieved outside of school are recognised through internal assemblies and sometimes posted on newsletters or the school's social media

Strategies for Ensuring Progress and Continuity

PLANNING IN PHYSICAL EDUCATION is all done through The PE hub and teachers work with the PE specialist to help with upskilling themselves in various sports

Staff meetings may be used to discuss the Physical Education curriculum to ensure progression and consistency of approach. PE lead is in constant discussion with teaching staff on how to keep a high standard of activities for the children to improve their sporting ability and knowledge.

PHYSICAL EDUCATION MAY CONTRIBUTE TO CROSS-CURRICULAR ELEMENTS in:

- Numeracy
- Literacy
- Science
- Problem solving
- PSHE

These can be developed by the individual teacher when the opportunity arises. PSHE, (particularly the effect of exercise on the heart and the need for exercise in order to maintain health) will be emphasised during appropriate physical education lessons.

FEEDBACK TO PUPILS about their own progress in Physical Education is achieved through praise and encouragement.

Effective comments are made whilst a task is being carried out, through discussion and observation between child and teacher.

ASSESSMENT IN PHYSICAL EDUCATION is concerned with identifying where individuals are on their learning route towards the End of Key Stage Descriptions. Assessment in physical education is a continuous process and is based upon the pupil's ability to plan, perform, evaluate, work safely, co-operate with others and take responsibility for their own health and fitness.

Assessment is done through self-assessment. All children from Year 1 onwards have a PE book, where they are self-assessing their knowledge of each topic covered at the start and the end of the topic. The PE specialist runs intervention groups for any child that isn't gaining the learning objectives at the end of their key stage.

Strategies for Recording and Reporting

REPORTING TO PARENTS is by means of an Open Evening, regular interviews and annually through a written report. Our school recognises that children require the support of parents and teachers working together. This is especially important when children are experiencing difficulties or are gifted in a particular sporting activity/area. Representative honours at school, county or national level are noted in pupil records. All sporting achievements are displayed through the school's website, twitter page and newsletters, so parents can see what is happening within sport in school.

Strategies for the Use of Resources

CENTRAL RESOURCES IN PHYSICAL EDUCATION are the responsibility of the Physical Education subject co-ordinator. They include:-

- Large and small gymnastic apparatus
- Variety of indoor equipment: balls, bats, bean bags, quoits, hoops, skipping ropes.
- The PE Hub.
- Outdoor Table tennis table
- Outdoor games equipment for: netball, football, tag-rugby, basketball, hockey, rounder's, cricket, tennis and Tchoukball activities
- Athletic equipment: stop watches and tapes for measuring. Indoor athletic jumps and hurdles pack.
- Outside hard playing surface: 1 netball court
- Outside grass area: 2 6-a-side football pitches, 2 rounder's pitches, 200 metre track, 1 long jump pit and 1 high jump area.
- Small Astro-turf area.

Small equipment is kept centrally in the hall, outside equipment is also kept centrally in the PE cupboard in the hall. Children are taught to collect and return equipment safely with the permission of the teacher.

Sports Grant Funding

The government sports annual premium is used in the following ways:

- Provision of a PE specialist.
- Supporting our school teams with transport to and from competitions where applicable.
- Providing new PE resources.
- Supporting children who would like to attend after school sports clubs.
- Introducing children to new sports every year
- After school clubs
- Continued use of an excellent scheme of work.
- Entering sporting competitions

EXTRA-CURRICULAR ACTIVITIES have an important role to play in the development and enhancement of the physical education programme, the needs of the individual pupil and the enrichment of whole school life. Such activities cater for pupils of all abilities. The richness of opportunity is potentially available to all. Extra-curricular activities promote excellence, competition and active participation at all levels.

All classes will do an interhouse competition at the end of every topic that is covered in PE lessons to bring together all skills that have been learnt throughout the topic building up to the main inter-house competition which is sports day. These will be done in their houses (Magdalene, Tanworth, Arden and Umberlsade)

HEALTH AND SAFETY IN PHYSICAL EDUCATION

Many activities are by their nature potentially hazardous. They do however, offer opportunities to challenge children's skills, initiative and courage and therein lies part of their appeal and value. Children learn new skills and ways of moving in new environments and make judgements to avoid or cope with colliding, falling or stumbling. The class teacher/PE specialist is ultimately responsible for the safety of their class and should make children aware of safety and the need to minimise risks so they become responsible for their own safety, including when getting changed.

Guidance on safety in physical education can be found in the schools copy of "Safe Practice in Physical Education" - BAALPE.

The hall is a multi-purpose teaching area. It is used for assemblies and school dinners as well as physical education lessons. Thus, children are allowed to wear plimsolls/clean trainers for gymnastic activities and dance lessons.

The gymnastic apparatus is annually checked by Sportsafe. Whilst the outside playing fields and jumping pits are maintained by Parkway.