

St. Wilfrid's Church of England Primary Academy



Physical Education Policy

June 2017



Our Christian Values

As a Voluntary Aided Church of England Primary Academy, we have eight Christian Values, underpinned by love at the heart of everything we do.

Our Christian Values are:

Fair, Kind, Joy, Courage, Forgive, Hope, Peace and Trust
Love

1. Aims and objectives

Physical Education 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. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- to develop competence to excel in a broad range of physical activities.
- to physically active for sustained periods of time.
- to engage in competitive sports and activities.
- to lead healthy active lives.
- to enable children to develop and explore physical skills with increasing control and co-ordination;
- 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 increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop an understanding in children, of how to succeed in a range of physical activities, and how to evaluate their own success.

2. Teaching and learning style

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.

In all classes there are children of differing physical ability. Whilst recognising this fact, we 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:

- setting common tasks that are open-ended and can have a variety of results.
- setting tasks of increasing difficulty, where not all children complete all tasks.
- grouping children by ability and setting different tasks for each group.
- providing a range of challenge through the provision of different resources.

3. Time Allocation

Children in both Key Stages access a minimum of **2 hours** structured high quality 'physical activity' each week. Children in Year 1 and Year 2 have two one hour P.E lessons per week. Whilst pupils in Year 3 – 6 have a one hour P.E lesson each week delivered by the Specialist P.E Teacher. Pupils in Year 2 – 6 also have a 40 minute swimming lesson each week, for two terms a year. In addition to this, children in Year 2 – 6 participate in a structured 30 - 40 minute 'physical activity' session each week.

4. P.E curriculum planning

PE is a foundation subject in the National Curriculum. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the school year. Our medium-term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

The specialist P.E teacher and Dance teacher completes a short term plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. PE activities are planned so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

5. The Foundation Stage

We encourage the physical development of our children in the Early Years as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, within the new EYFS Curriculum. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills to develop both small and large motor skills. In foundation stage, we ensure a focus on the Fundamental Movement Skills and children are given opportunities to engage in competitive and co-operative physical activities in a range of challenging situations.

5. Contribution of PE to teaching in other curriculum areas

English - PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

Information and communication technology (ICT) - We use ICT to support and enhance teaching and learning in PE. In games, dance and gymnastics, staff and children make video recordings of situations and performances, and use them as part of the evaluation process when watching them back on the large screen. Personal, social and health education (PSHE) and citizenship - PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Children are also taught about hygiene and how to maintain a clean and healthy body.

Spiritual, moral, social and cultural development - The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

6. Teaching PE to children with SEND

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE. We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in

activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7. Assessment and recording

Teachers assess children's performances in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. During schemes of work pupil's assessments are recorded on the Class Assessment Record and this is used to inform future planning. These records also enable the teacher to make an annual assessment of progress and attainment for each child, and contribute to the child's annual report to parents. This assessment record follows individual pupils and classes through school. The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

8. Resources

There are a wide range of resources to support the teaching of PE across the school. There are two P.E storage areas, one in each Key Stage building, where equipment / resources are kept. The halls also contain a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and playing field for games and athletics activities and the school swimming pool for swimming lessons. Children also have access to an on-site orienteering course to aid delivery of 'Outdoor Adventurous Activity' through orienteering.

9. Health and safety

The general teaching requirement for health and safety applies in this subject. 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. Children are expected to wear the standard P.E kit for indoor lessons, consisting of sky blue t-shirt, dark shorts and black pumps. When lessons take place outdoors, on the playground or field, pupils may wear a tracksuit and training shoes. On occasions when pupils forget their P.E kit, spare kit is available. If this occurs on a regular basis, parents are informed by letter. Children are expected to be responsible for removing jewellery and long hair is to be tied back off the face, during P.E lessons.

On the occasions that accidents do occur, we adhere to the school's 'Healthy and Safety' Policy. All accidents are recorded in the 'Accident Book' and dealt with by members of staff that are qualified in 'first aid'. Parents are informed by letter if a child sustains an injury during Physical Education lessons.

10. Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leaders give the Headteacher and Governors an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.

11. Extra-curricular activities

The school provides a wide range of PE-related activities. These encourage children to further develop their skills in a range of the activity areas. The school informs parents of any Out of School Hour Clubs by letter. The school P.E subject leaders organise regular intra and inter-school competitions and festivals. 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 co-operation amongst our children.

12. PE and Sports Premium

The school uses PE and Sport Premium funding to make additional and sustainable improvements to the quality of PE and Sport we offer. PE Subject Leaders produce a detailed action plan and the impact of the expenditure is evaluated. This can be accessed on the school website.

Physical Activity

Aim of Policy

We have a responsibility to help pupils and staff establish and maintain lifelong habits of being physically active. According to the Chief Medical Officer (Department of Health, 2004), regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer and diabetes in particular. Promoting a physically active lifestyle among young people is important because:

- through its effects on mental health, physical activity can help increase pupils' capacity for learning.
- physical activity has substantial health benefits for children and adolescents, including favourable effects on endurance capacity, muscular strength, body weight and blood pressure.
- positive experiences with physical activity at a young age help lay the basis for being regularly active throughout life.

Therefore this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

Definition of Physical Activity

Physical activity is defined as 'any force exerted by skeletal muscle that results in energy expenditure above resting level' and includes 'the full range of human movement, from competitive sport and exercise to active hobbies, walking and cycling or activities of daily living'.

Provision of Physical Activity in School

Physical activity in school is provided through the following;

1. School ethos
2. Physical Education Lessons
3. Active lessons
4. Out of School Hours Learning (OSHL) Opportunities
5. Travelling to and from school
6. Playground Provision
7. Staff opportunities
8. Involvement with parents/carers
9. Involvement with community resources
10. Healthy Lifestyles themed day/week
11. Achievement Assemblies
12. Equal Opportunities
13. CPD Opportunities
14. Kite Marks
15. Monitoring and Evaluation
16. Policy Development and Review

1. School Ethos

Every pupil shall be physically educated - that is, shall develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, understand the short and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of promoting a healthful lifestyle. In addition, all staff are encouraged to participate in and model physical activity as a valuable part of daily life.

2. Physical Education Lessons

There is a sequential scheme of work of physical education that involves moderate to vigorous physical activity on a regular basis; teaches knowledge, motor skills, fundamental movement skills, self-management skills, and positive attitudes; promotes activities and sports that pupils enjoy and can pursue throughout their lives; is taught by well-prepared and well-supported staff; and is coordinated with the PSHE curriculum. Every pupil in each year, participate in regular physical education for the entire school year. Pupils in Reception participate in a one hour physical education lesson each week, supplemented by two – three 20 minute active outdoor continual provision activities. Pupils in Key Stage 1 and 2 participate in 2 hours physical activity per week.

The scheme of work makes effective use of school and community resources and equitably serve the needs and interests of all pupils and staff, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness levels. See School Physical Education Policy statement and scheme of work.

3. Active Lessons

All classes participate in a structured 'physical activity' session each week. These take place in the hall or on the playground. Examples of 'physical activity' sessions include The Daily Mile, dance, circuit training, keep fit etc. The use of classroom interactive whiteboards and programmes is also utilised to support and enhance the delivery of 'physical activity'.

Staff also endeavour to provide active lessons within the curriculum where possible. These opportunities include: delivering literacy speaking and listening through drama, mathematics through brain gym etc.

4. Out of School Hours Learning (OSHL) Opportunities

This school offers a physical activity programme that features a broad range of activities which meets the following criteria:

- Pupils have a diverse choice of activities in which they can participate. Competitive, non-competitive, structured, un-structured and some physical activity options e.g. gardening or drama.
- Every pupil has an opportunity to participate regardless of physical ability;

All activities shall be supervised by qualified staff, coaches or instructors who may or may not be qualified teachers. A member of staff from the school should be available nearby for the duration of the club in case support is required e.g. a serious accident.

5. Travelling To and From School

The school has a travel plan that has developed safer routes to school and encourages active methods of travelling. This is currently being reviewed.

6. Playground Provision

Our 'Kidz Klub' promotes physical activity, both before and after school. A wide range of games and physical activities are made available to pupils who attend the club.

Year 6 Playleaders provide pupils with a range of sports equipment to use on the playground at lunchtime. Playleaders receive training at the beginning of the year and organise structured physical games and activities for children to participate in each day.

Break times shall complement, not substitute for, physical education classes.

Staff will make every effort not to deny a pupil's participation in break time or other physical activity as a form of discipline or punishment. There may be exceptional circumstances where this is not possible.

7. Involvement with Parents/Carers

Family members and other adult volunteers are encouraged to become involved with school activities. All volunteers shall receive an induction about relevant school policies, procedures, and standards of conduct and will be subject to background and reference checks.

This school actively involves parents in physical activity to gain their support and encouragement, which is essential if pupils are to participate in physical activity outside of school. For example:

- Parents are encouraged to play their part in teaching their child to swim by helping them to develop water confidence and swimming skills at an early age. Children can then build on this learning during school swimming sessions.
- Parents have been consulted on physical activity opportunities in school.
- Parents are invited to the Schools Annual Sports Day. The PTFA organise fundraising opportunities to raise money for the school which often involves physical activity for families.
- Parents are invited to support School teams at local and regional sports competitions.

8. Involvement with Community Resources

Community coaches and organisations contribute regularly to children's development, both within the P.E curriculum and during Out of School Hours clubs.

9. Healthy Lifestyles Themed Day/Week

Healthy lifestyles are promoted throughout the school year. Links are made to healthy eating, risk taking and drugs, road safety and first aid. Parents, staff and local community resources, such as Sports Development are involved in activities.

10. Celebrating Physical Achievements

We regularly hold achievement assemblies in both Key Stages to celebrate physical achievements as well as academic performance. We believe these assemblies are very important as they raise the children/young people's confidence and self-esteem, which in turn may encourage them to continue being active. 'Sports Person of the Week' is awarded to children for effort or success in P.E and School Sport. Sporting achievements are also celebrated with classrooms with a celebration display.

11. Equal Opportunities

Physical activity needs to serve the needs and interests of all pupils and staff, taking into consideration differences of gender, cultural norms, physical and cognitive abilities and fitness levels, thereby encouraging participation.

12. CPD Opportunities

The PE Subject Leaders receive training from a range of sources and attends/contributes to PE Collaborative Group in the Wigan North Consortia.

Training needs are identified and agreed within Senior Leadership Team. Training Opportunities with relevance for the whole school are circulated to the rest of the school staff during inset days/staff meetings.

13. Kite Marks

The school has been awarded the Gold School's Game Mark Award for the past three years.

We have also successfully been awarded the Healthy Schools Partnership in relation to Inspiring Healthy Lifestyle.

This school has also been awarded Activemark, in recognition for excellent provision in P.E and School Sport.

14. Monitoring and Evaluation

The PE Subject Leaders will monitor levels of participation and activity inside and outside the curriculum regularly and make appropriate adjustments. They will consult with pupils and staff to identify barriers to participation and ensure that a broad range of extra-curricular activities that promote physical activity are provided for all pupils.

Signed:

Headteacher: Mr. S. Colothan

Date: June 2017

