

Icknield Walk First School

A whole school policy for Physical Education

Introduction

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. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards healthy lifestyles.

Aims

Our aims in teaching physical education are that we encourage imaginative movement, creating and performing in a range of stimuli and to develop positive attitudes that include fair play and sporting behaviour and the ability to cope with success and failure.

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency (acquiring and developing).
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying)
- To improve observation skills and the ability to describe and make simple judgments on their own and others work, and to use their observations and judgments to improve performance (improving and evaluating)
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health)
- To develop the ability to work independently, and communicate with and respond positively towards others (working alone and with others).
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others safety and well-being (applying safety principals).
- To foster an enjoyment, and positive attitude to, the subject in school

Objectives of the PE programme of study

Learning

Children will be given the opportunity to:

- Participate in a range of psycho-motor/movement activities in order to develop personal physical skills
- Be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement
- Be made aware of simple physiological changes that occur to their bodies during exercise
- Develop imagination and co-operation to achieve shared goals
- Develop personal characteristics such as initiative, self-reliance and self discipline
- Enjoy and succeed in the subject as well as be stimulated and challenged
- Develop areas of activity of their choice in extra-curricular time
- Make full use of the school facilities to prepare a child mentally and physically for middle school

Teaching

Teaching will take place through:

- Organising opportunities for a range of physical activities and skills
- Demonstration, enabling children to acquire skills appropriate to their age group with knowledge and understanding
- Guidance during practice, experimentation and consolidation
- Offering obtainable challenges, progression and consolidation
- Promoting the idea that we should take part in sport for health, fitness, friends and fun

Learning across the National Curriculum

The National Curriculum sets out in general terms how to promote learning across the curriculum. PE can contribute to learning across the curriculum through:

- Spiritual, moral, social and cultural development
- Promoting key skills, such as communication, application of number, ICT, working with others, improving own learning and performance and problem solving
- Promoting thinking skills

Equal Opportunities and Inclusion

The teaching is generally intended to be suitable for a mixed ability, whole class approach. However, when appropriate, ability groups will be set so that particular skills can be developed and all children are working on suitably differentiated tasks.

The school aims to provide full access to the PE curriculum for children with special needs, whilst taking into consideration any relevant safety issues in accordance with the special needs policy.

We shall endeavour to ensure an equal interest in the subject for both boys and girls. The cultural diversity of our children will be recognised and respected. All children are encouraged to take part in PE and are taught all areas of the PE curriculum.

ICT

ICT can be used to support the teachers of PE through the use of video clips to explain rules, skills and strategies. Digital Cameras and camcorders can be used to enable the children to evaluate and improve their work.

Health and Safety

This area is part of the National Curriculum and it is important that the safety of children in lessons is of paramount importance. Children should be taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess the immediate and culminative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain they take to control risks

Health and Safety procedures undertaken by the school:

- Risk assessment is regularly undertaken by the school Health and Safety personnel and by the PE subject leader
- PE subject leader to carry out risk assessment for each key area of study (swimming risk assessment carried out by Royston Leisure Centre)
- It is the policy of all the first and middle schools in Royston that any form of jewellery must not be worn during PE lessons. Should a child be wearing jewellery he/she will be asked to remove it and put safely in their tray. If this is not possible then the item will be taped over with micropore (hypo-allergenic plaster). All parents are informed of this policy
- Teachers will know of children with specific medical considerations and will have the relevant information about required treatments
- Long hair should be suitably tied back for both girls and boys.
- For hygiene reasons children and teachers should change into a PE kit before activity. The school PE kit for children should consist of a white t-shirt, black shorts and plimsolls. The t-shirts and shorts can be purchased widely from local stores. Spare kits are available if a child does not have one with them in school. Suitable clothing and footwear for outdoor PE should also be brought to school.
- The school has achieved the Healthy Schools status, which includes PE, PSHE&C and Healthy Eating. It has also achieved the School Games Bronze Award, which is reviewed annually.

Organisation

The curriculum in this subject has been organised to ensure that children in the Foundation Stage, Key Stage 1 and Key Stage 2 have access to all areas specified in the NC and go beyond its statutory requirements.

Planning

The PE curriculum and scheme of work covers all areas of activity outlined as statutory in the PE National Curriculum. Each year group covers certain aspects of the curriculum during the child's time at the school.

The Foundation Stage: Physical development is one of the three prime areas of learning. The children are given many opportunities to develop their fine and gross motor skills.

Nursery – the children have many opportunities to develop physically at their own rate, through organised as well as free play. They have access to the hall on 2 occasions during the week as well as daily activities within their own learning environment.

Reception – the children have 2 PE lessons a week, covering the areas of gymnastics, games and dance/drama over the school year. The children also have daily access to activities and play in the Reception garden.

Key Stage 1: the core programme of games, gymnastics and dance ensuring a minimum time allocation of 2 hours per week. Outdoor (including athletics) and adventurous activities are available when the weather permits the use of the apparatus. Games are taught once a week by Sport coaches

Key Stage 2: the core programme in each year as for KS1. Year 4 undertake swimming activities and water safety at Royston Leisure Centre. The minimum time allocation is 2 hours per week. Outdoor PE takes place each week if the weather permits. This is taught by Sport coaches.

Planning for progression and continuity

The children will progress from what they can do; to how they do an activity and on to the quality with which the movement is performed.

In the Foundation Stage the children will develop their manipulative and motor skills, physical control, co-ordination and mobility.

At KS1 children will work from isolated and single skills to linking skills and actions. At KS2 children will link and sequence skills and actions on their own and with others.

Children are given the opportunity to follow tasks set by the teacher, making up their own ideas, problem solving, creating ideas with others and talking about their performances.

The children will initially work on their own and then alongside others, showing, sharing and eventually working with co-operating and competing small groups.

Throughout each year new pieces of equipment will be introduced at the appropriate level. Time will be spent on recognising, learning to carry and the safe use of each piece of equipment as it is introduced.

The scheme of work and all other resources and books relevant to planning are kept in the PE resource area at the front of the hall behind the curtains.

All members of staff are to ensure that the sports equipment is store safely and neatly in the allocated area.

Teachers will plan with their band colleagues regularly throughout the year, using the scheme of work to ensure progression and continuity.

Non-participation of a child:

- A doctor's note is required regarding certain medical conditions
- A note from the parent/guardian is required to notify the teacher of a particular reason for non-participation
- In the event of non-participation the child needs to become constructively involved in the lesson.
- Regular non-participation in a lesson, for whatever reason, should be reported by the class teacher to the Headteacher to follow up.

Wet weather arrangements: Children will still do a PE related activity such as rules and tactics, sports quizzes, stacking cups, bocchia or a lesson on being healthy etc.

Assessment/Monitoring

Assessment is beneficial in order to monitor the effectiveness of the PE programme and its role in the development of the children.

The eight level descriptions in the National Curriculum Attainment Target for physical education provide the means for assessing children's attainment.

- During KS1 the majority of children are expected to work within the range of levels 1 to 3 and are expected to reach level 2 by the end of the key stage
- During KS2 (up to Year 6) the children are expected to work within the range of levels 2 to 5.
- The PE subject leader talks to children about their lessons
- The PE subject leader monitors the school's skills sheets to ensure pupils are progressing & achieving their age related expectations for KS1 and KS2
- Teachers and assistants assess children in PE by making assessments as they observe them during lessons. These observations are used to inform future planning
- The PE subject leader keeps photographic evidence of children's work in the PE Subject Leader portfolio
- The PE subject leader observes lessons informally during the year and gives feedback.
- The PE subject leader monitors planning at regular intervals

Resources

- All equipment is stored in the hall and the area behind the curtain in the front of the hall. Equipment includes, agility apparatus, colour coded mats, trolleys with floor mats, spring board, 2 large gym mats, parachute, as well as a large variety of nets, balls and games equipment.
- Primrose scheme of work/policy manual/Foundation stage
- Val Sabin scheme of work for gymnastics and dance
- Suffolk KS1 & KS2 Schemes of work
- Top cards
- List of parachute games
- Range of literature and lesson resources to cover key areas of study
- Two playgrounds, east and west, each with a variety of markings
- Tyre park to improve balance and agility.
- Trim track, a series of wooden activity stations, ropes and a climbing area offering many problem solving and co-operative tasks and covering a wide range of skills
- A large playing field (approx. 5 acres) offering areas for mini games, two hills, trees with benches for shade, a wild life garden area for different habitats
- Both the Nursery and Reception have self contained gardens, catering for all their outdoor PE with a range of suitable equipment
- Use of Royston Leisure Centre for swimming lessons and sometimes sports hall for athletics etc.

The Role of the PE Subject Leader

The role of the subject leader involves:

- Supporting colleagues in relation to the curriculum
- Maintaining and replacing equipment
- Ensuring areas for lessons are safe
- Assisting with record keeping and assessment of the subject
- Monitoring the teaching of the subject in school to ensure standards remain high within each year group
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves
- Ensuring that pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents
- Creating positive and purposeful links with the KS2 programme and staff in the middle school
- Liaising with governor linked to PE
- Organising sports day and liaising with organisers of other sporting events
- Identifying and developing partnerships with outside sports development personnel
- To carry out role as a Primary Link Teacher for North East Herts School Sport Development programme.

Events

Sports day for KS 1 and 2 is held one morning/afternoon towards the end of the Summer term. Everyone is involved in a variety of activities organised within a grid. The children are divided into 4 teams of mixed ages and gender. In each area of the grid there is an activity. The children move around the grid giving them the opportunity to take part in all the activities. Points are gained for each activity and an overall winner is declared at the end.

The Foundation stage, Nursery and Reception, hold their own individual Sports days.

Other sporting activities may take place according to the sporting calendar or as a fundraiser/awareness day e.g. World cup, Olympics, Sports Relief, Jump rope etc. There are also opportunities to play against other schools throughout the year in competitions and sports festivals.

Year 4 visit an outdoor activity centre annually on their residential trip.

Extra-curricular activities

- Football club (run by outside group after school every week on a fee paying basis)
- Netball club (run by outside group after school every week on a fee paying basis)
- Tuesday and Wednesday after school clubs may offer PE related activities depending on the interests of the staff each year, e.g. dance, skipping, running, games, which are free to all children

Links with community sport

- Royston Junior Rugby Club
- Royston Netball Club
- Royston Swimming Club
- Royston Runners
- North East Herts School Sports Partnership – where we have strong links with the Middle Schools in Royston.

Agreed by staff on:

Agreed by Governors on:

Review Date: