

## ROXETH PRIMARY SCHOOL



### PHYSICAL EDUCATION POLICY

*Revised May 2022*

### *OUR MISSION STATEMENT*

*learning together, making progress, achieving goals*

## Roxeth Primary Policy on Physical Education (PE)

RRSA Articles linked to this policy:

Article 6 – the right to grow up healthy

Article 28 – the right to an education

Article 29 – the right to develop talents

Article 31 – the right to play and join in a wide range of activities

### 1 Aims and objectives

1.1 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 active lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

1.2 Our objectives in the teaching of PE are:

- 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 in which 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 teach children to recognise and describe 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 Teaching and learning style

2.1 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 or 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.

2.2 In all classes, children have a wide range of 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 (e.g. timed events, such as an 80 m sprint);
- setting tasks of increasing difficulty, where not all children complete all tasks;

- grouping children by ability, and setting different tasks for each group (e.g. different games);
- providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

### **3 PE curriculum planning**

- 3.1 PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. The governors of the school have decided that we will not teach outdoor and adventure activities.
- 3.2 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 key stage. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group.
- 3.3 We use the national scheme of work as the basis for our medium-term plans. This gives 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.
- 3.4 Class teachers complete a daily plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
- 3.5 We plan the PE activities 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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### **4 The Foundation Stage**

- 4.1 We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of 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.

### **5 Contribution of PE to teaching in other curriculum areas**

- 5.1 English
- PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to evaluate their performance.
- 5.2 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.

### 5.3 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way in which 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 cooperate 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.

### 5.4 Science - Health and Fitness

#### 5.5 Maths

- Speed
- Distance
- Time
- Measuring
- Recording
- Handling Data

### 5.6 Geography - Map-reading

#### 5.7 Music

- Rhythm
- Tempo

#### 5.8 ICT

- Use of stop watches
- Use of digital camera and digital video to demonstrate good practice of a skill
- Use of spreadsheets for recording and interpreting data
- Use of the internet

## 6 PE and ICT

6.1 Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children make video recordings of their performance, and use them to develop their movements and actions. Children use a concept keyboard to record the order of movements in their sequences of work. Music composed on the computer is sometimes used for creative dance. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during outdoor activities.

## 7 PE and inclusion

7.1 We teach PE to all children, whatever their ability or individual needs. 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 good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details,

see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.
- 7.3 Intervention through School Action and School Action Plus 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.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **8 Assessment for learning**

- 8.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers 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 against the National Curriculum levels of attainment. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.
- 8.2 The PE subject leader keeps photographic and video evidence of children's work (in a portfolio).

## **9 Resources**

- 9.1 There is a wide range of resources to support the teaching of PE across the school in the container on the playground and the cupboard in the school hall. The hall also contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their work. In so doing, the children learn to handle equipment safely. The children use the school playground for games and athletics activities, and the local swimming pool for swimming lessons.

## **10 Health and safety**

- 10.1 The general teaching requirement for health and safety applies to 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. 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.

- 10.2 During PE lessons:

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1. All children must wear suitable clothing.
2. Staff should wear suitable footwear and clothes which allow freedom of movement.
3. Children wearing headscarves need to wear slip on scarves which can be tucked into clothing so they are not trailing.
4. All jewellery and religious items should be removed (earrings, rings, watches, necklaces).
5. Long hair must be tied back and clipped away from the eyes.
6. During swimming lessons, swimming caps are to be worn by all children. Verrucas are to be covered.
7. Children must work in a safe and suitable environment. This means:
  - the removal of unnecessary furniture from the working space.
  - a clean, splinter-free floor so that bare foot work can safely take place.
  - a safe, outdoor surface for playing games (should be cleared of loose stones and gravel, uneven surfaces, hidden holes in tarmac.
  - floor marking for games should be sufficiently far away from the fences and walls to prevent accidents.

### 10.3 The Removal of Jewellery:

Harrow operates a no jewellery policy. All jewellery and watches must be removed and kept somewhere secure. Jewellery worn for religious or cultural reasons will be removed at the discretion of the teacher who will place a priority on health and safety. Soft, close-fitting religious wristbands may be taped in place or covered by a sports sweatband. Earrings must always be removed.

### 10.4 Equipment Safety:

- The apparatus must be checked before use to ensure that it is in good working condition.
- Apparatus in need of repair should be marked accordingly and put away where it cannot be used, until repaired.
- Children must set out and put away their apparatus and must be taught to handle it correctly, although such handling must only take place with the teacher's permission under the teacher's supervision, and be checked by the teacher prior to the apparatus being used.
- All apparatus should be carried from place to place rather than being dragged, thus preserving the apparatus, and minimising the risk of danger to the floor (causing splinters etc). Between 2 and 4 children should carry the benches and mats depending on the age and size of the children.
- Apparatus should not be placed too near walls – sufficient space must be allowed for landing etc.
- Ensure that all floors are clean, dry and clear of litter etc.
- Check that the hall is adequately heated and well lit and that the surrounding chairs, tables, objects etc., are safely stored and well clear of any fire exits. Try to restrict the activity to a one metre boundary from the surroundings.
- Mats should only be placed where gymnastic activity is to take place and not under apparatus as a precautionary measure, so as not to encourage children to work beyond their capabilities.

An outside assessor checks the apparatus in the school hall annually.

## **11 PE Kit**

11.1 Children are expected to ensure that their kit is in school on each day that their class has Physical Education. The agreed PE kit is:

Indoor Kit – Blue/black shorts, White T-shirt, plimsolls/trainers.

Outdoor Kit – Blue/black jogging bottoms, White T-shirt, trainers.

11.2 Although the agreed PE kit is advised, children should still participate in PE lessons as long as they are wearing clothing that are suitable to the activity, environment and weather conditions, and it enables them to participate safely and securely.

11.3 For gymnastics, children should participate in bare feet as this enhances aesthetic awareness and allows increased grip by the toes. However, the children should wear their plimsolls on their way into the hall. Loose clothing in gymnastics may catch on equipment and cause injury. The fabric of clothing for gymnastics needs to be such that it will not cause slipping from equipment, particularly when individuals are working at a height.

11.4 Swimming – Swimming trunks or costume, cap, towel.

Loose clothing, for swimming, is not advised due to the drag created, which may adversely affect the confidence of weaker swimmers. Due to swimming lessons being designed for water safety, children are not allowed to wear swimming goggles during lessons, unless a doctor has advised them to.

## **12 Extra-curricular activities**

12.1 The school provides a range of PE-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 practise the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

## **13 Monitoring and review**

13.1 The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;

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- evaluates the strengths and weaknesses in PE and indicates areas of further improvement in an annual Action Plan;
- uses specially allocated subject leader time to review PE planning and to observe PE lessons across the school.

13.2 This policy will be reviewed at least every three years.

**Signed: Chris Karaiaskos**

**Date: 17/05/2022**