



STANTON C of E PRIMARY SCHOOL

CURRICULUM PE POLICY

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Rationale - why we teach Physical Education.

We believe that Physical Education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and a knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals as well as in groups and teams, whilst reinforcing the school rules with regards to behaviour. It promotes positive attitudes towards healthy, active lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, challenging and competitive activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their strengths, abilities and preferences and make choices about how to get involved in life long activity. We aim to make physical education an exciting and enjoyable experience for our pupils, providing them with stimulating environments and specialist teachers to ensure that they receive the best possible physical education that we can provide.

Aims

At Stainton School, our specific aims in teaching Physical Education are:

- To deliver *at least* two hours of Physical Education per week to each child through a planned and progressive scheme of work for PE.
- To develop pupil's self confidence in a range of physical environments.
- To develop physical skilfulness, physical development and an increased awareness of the body in action.
- To promote positive attitudes towards active and healthy lifestyles.

- To encourage children to reflect on their actions, performance or composition and make appropriate choices.
- To provide feedback to the children and involve them in their learning, allowing them to plan to improve their performance.
- To share the learning intentions with the pupils in all lessons.

The principles of teaching and learning

The organisation of PE in school promotes teaching and learning. Lessons promote increased understanding of the human body in action, development of skills, contextual application of skills and the ability to perform reflectively.

Stainton School follows the LCP scheme of work, with some additions. Units of work are studied in blocks so that the children focus on one activity for a set amount of time, for example seven sessions of dance, followed by seven sessions of gymnastics. Teaching in this way helps the children to fully grasp one activity at a time, rather than learning skills for two contrasting activities simultaneously. As a result, the progress that the children make should be more noticeable to the teacher.

The scheme of work includes gymnastics, dance, invasion games, swimming and water safety, net and wall games, striking and fielding games and outdoor adventurous activities. Teachers all teach their own classes for physical education, although there may be occasions where specialist teachers are brought in to offer expertise and provide the children with expert advice and coaching in particular sports.

As well as the standard curriculum time, all Key Stage 2 children participate in 'Take Ten' for at least 20 minutes per week. This is an aerobic style activity which we use to both extend our quality PE time to meet the government's requirements, but also to promote a healthy start to the day. Similar schemes have been proven to improve concentration and co-ordination skills in other curricular areas. The idea behind the initiative is that children should be using cross-body movements to enable the left and right side of the brain to work together to aid academic achievement.

Stainton School is part of the national development scheme for physical education, providing all staff with opportunities for continued professional development in a wide range of areas, and ensuring one member of staff (the PE co-ordinator and Primary Link Teacher) has undergone continuous training in areas such as planning for diversity, gifted and talented, curriculum mapping, assessment and monitoring as well as skill acquisition and coaching courses.

Strategies For Teaching

During the Foundation Stage children have the opportunity to move and play, alone and with others, in both indoor and outdoor environments. Three or four year olds will experience the curriculum through a range of planned, structured play situations. They will have opportunities to find out and learn about their world and to develop a range of skills that promote their own physical development.

These experiences include:

- developing manipulative and motor skills through learning and playing:
 - with construction materials, such as building blocks, posting boxes, mats, boxes, puzzles;
 - with art and natural materials, for example by painting; doing collage work; using crayons, brushes, Plasticine, paper, water, dry sand;
 - with movement equipment, for example hoops, balls, steps, beanbags, wheeled aids;
- experience of spatial awareness, control and coordination gained through:
 - imaginative play, for example in a play house;
 - games play, for example chasing and dodging games, starting and stopping, experiencing stillness, throw-and-catch games, skipping and jump-rope games;
 - movement, for example crawling, creeping, shuffling, jumping, landing, turning, rolling;
- responding to sounds, music, signs, symbols and words, for example through:
 - recognising, locating, responding and moving to sounds, words and rhythms;
 - singing;
 - playing a variety of instruments;
 - creating sounds;
- developing an awareness of health and the importance of caring for their bodies, for example by appreciating simple hygiene, washing hands, keeping clean and tidy, wearing appropriate clothes for play, playing safely;
- developing observation skills, for example by appreciating the work of others, working in pairs and small groups, designing and making things together, observing and describing what they see;
- sharing, turn-taking, choosing and making decisions.

During key stage 1, children build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to play and work with other children in pairs and small groups. By watching, listening and experimenting with movement and ideas, they develop their skills in movement and their coordination, and enjoy expressing and testing themselves in a variety of situations. Children are taught to:

- find out what they can do as they explore a range of basic skills, actions and ideas, such as running, jumping and turning, throwing or kicking a ball and responding to music in dance;

- learn to practise by repeating what they have done in ways that make it better, such as making movements more controlled, effective or expressive;
- use movement imaginatively to communicate ideas and feelings;
- watch, copy and describe what they and others have practised, to build their awareness of how to improve the way they move and play;
- recognise that their bodies feel different when they run short or longer distances, move slowly or suddenly, and lift heavy objects or float in water;
- learn to use space safely when they work alone and with others, showing increasing control over their movements.

During Key Stage 2, children enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Children will:

- enjoy being active, showing what they can do;
- practise new skills across a range of activities that may include dance, gymnastics, games, swimming, athletic and outdoor and adventurous activities;
- learn consistency by repeating their movements and linking their skills until their performance is clearer, more accurate and controlled over time;
- pace themselves in challenges in activities such as swimming and athletic activities;
- use their creativity in performing dances, making up their own games, planning gymnastic sequences, responding to problem-solving and challenge activities;
- know how to improve aspects of the quality of their work, using information provided by the teacher and information and communication technology (ICT) opportunities, and increasingly help themselves and others perform effectively;
- know why activity is important to their health and well-being;
- understand the rules and conventions of taking part in different activities safely.

As the children progress through the school they are presented with opportunities to be creative, competitive, co-operative and face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit different challenges, and will be given opportunities to demonstrate their learning using a range of communication styles to aid the assessment process. Assessment is used to plan further learning opportunities. The structure of the scheme of work supports teaching and learning as it promotes progression and continuity.

Physical Education is not only limited to school hours, there are after school clubs which support and extend the curriculum, offering opportunities to be part of a team and experience competitive situations. As we endeavour to fulfil the government requirements that all children should participate in at least two hours of Physical Education per week, the out of school activities assist us to extend this requirement.

Assessment

Teachers undertake assessment activities as part of everyday classroom teaching. This assessment is based on the learning objectives for the lessons, and seeks to make judgements about children's progress in understanding, skill development and knowledge retention. Notes and photographs are often kept by the class teacher as an informal record of assessments.

During the course of each unit of work, the children will be assessed twice; at the beginning and again at the end. This will give a good indication of where the children have come from and what they have managed to achieve. This information is passed between teachers so that children's needs can be met as they progress through the school. This data is also shared with the PE subject leader as part of the monitoring process.

Towards the end of the year, the progress is reviewed. In key stages one and two the NC level descriptors are used as a guide for overall attainment. This assessment is recorded formally. In the foundation stage assessment is ongoing and progress made is recorded in the child's foundation stage profile.

The class teacher reports to parents on the progress of the individual child. This is done verbally at parents evening and in writing through the annual report. This outlines the work covered, along with any specific strengths and areas for development.

The class teacher also meets formally with the child's next class teacher to pass on all relevant information on progress and attainment, both formal and informal in order for the next stages of learning to be well matched and for progress to be maintained.

Resources

The resources to teach Physical Education are kept centrally and may be collected by the class teacher prior to a lesson. Children moving resources are given specific instructions on how to move it safely and teachers will ensure that the equipment will be easily accessible to them. In the case of larger equipment, in particular gymnastic apparatus, football goals and netball posts, children are not left unsupervised to collect or put out this equipment. There are specific guidelines as to how this equipment is collected and put out, covered in the health and safety section of the policy.

Every subject is fully audited, and regular checks are made to ensure that all resources are in good condition and all required resources are available. Consumable items are replaced regularly in preparation for each activity.

All staff are given a summary of the audit to enable them to know what is available in school, brief instructions on use where necessary, and where it can be found, in order to support teaching and learning effectively. All staff receive training in how to use the schools gymnastic apparatus.

Cross Curricular Issues

Whilst maintaining its unique contribution to a pupil's movement education, physical education also has a considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of a pupil's communication (working as part of a team; becoming a leader), numeracy (timing and measurement) PSHE (including awareness of the effects of exercise on the body), ICT skills (keeping a database of results over a period of time; graphing the heart rate) and science skills (healthy living, how the body works).

Use of ICT.

The National Curriculum requires that children should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning. Through the regular provision of ICT opportunities, we aim to provide all children with suitable opportunities where ICT contributes effectively to the learning process. This includes:

- Using ICT tools to find things out
- Developing ideas using ICT tools to amend and refine work
- Exchanging and sharing information through electronic media
- Reviewing, modifying and evaluating work, reflecting critically on its quality as it progresses.

Out of school hours learning (OSHL) and Adults Other Than Teachers (AOTT's)

As a school we deliver at least two hours of high quality physical education per week within the curriculum. We also offer further opportunities to extend this through OSHL, as well as advising particularly able and/or enthusiastic children on local sports clubs which they can join in our area. During the course of a school year we offer sporting OSHL opportunities for boys and girls in sports such as football, netball, tag rugby, hockey, kwik cricket, rounders, cross country, gymnastics, and mini tennis. Where possible, we also run a club for the KS1 children to develop basic skills which we call Jumping Beans. All year groups with the exception of the foundation stage have access to OSHL.

The after school sports clubs provide extra opportunities for skill acquisition, developing social awareness, and promoting health and well-being as well as providing the children with the chance to compete at both inter and intra-school levels in many different activities. In order to offer inter-school competition we may require the assistance of parents for transport, and in such cases the school will ensure that suitable insurance is held by the parents providing transport for our children. In such cases, any child participating in the

activity under 135cm will also be asked to provide their own booster seats for transport in accordance with the latest guidelines.

As a school we strive to ensure that all children who aspire to take part in competitive sport have the opportunity to do so throughout their journey through school. School uses the Sports Grant to buy into the Eden Valley Sports Partnership who host and organise a vast majority of age appropriate events throughout the school year. We are also part of the Penrith Rural Cluster which currently consists of eleven schools. Some of the cluster schools host events throughout the school year - some competitive and some 'friendly'. The local police also provide a netball and football tournament annually. Regulations for Eden Valley Sports Partnership events are pre-determined by the Partnership and individual schools set out their requirements for their own events.

Where pupils have to be selected for events, school will try to ensure that able pupils received opportunities to take part in some events suitable to their skills and abilities as well as ensuring that children of all abilities receive opportunities to experience competitive events. Selection may be made using several criteria including:

- Skills and aptitude to sport (some are specialised)
- Effort in school and clubs (not exclusively clubs)
- General behaviour
- Number of events already attended

If behaviour is an issue school reserves the right to remove children from teams.

Our after school clubs are run by teachers from the school, professional and semi-professional coaches and AOTT's who have a keen interest in the activity. AOTT's working with our children have been appropriately inducted, trained and monitored to ensure they are providing a quality education for our children.

Health and Safety

Health and safety is an important consideration in all our activities. The class teacher takes responsibility for health and safety requirements depending on the nature of each activity. The guidance in the school health and safety policy is followed at all times for general activities. This includes teaching the children:

- 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 cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain steps they take to control risk

The staff have access to the guidelines produced by the county on safe practice in PE and are aware of the specific codes of practice described within the BAALPE documents. These are kept by the PE coordinator.

Children must be suitably dressed for all activities undertaken during physical education to prevent injury to themselves and others. The school's PE kit is blue or black shorts and a navy blue t-shirt. During cold weather we also allow children to wear tracksuit bottoms and a sweatshirt, however this must be additional to their school sweatshirt for hygiene reasons. There is the option of wearing a school hoody which is purely for PE purposes although this is optional. During gymnastic sessions all children must wear shorts. Children must ensure that long hair is tied back, jewellery (including all earrings) is removed, not covered, and the correct footwear is worn at all times. If a child forgets to bring their kit, the school has a limited selection of spare items which will be loaned. Where nothing is available, the child may be asked to evaluate other children, or help to set out equipment.

Where a teacher undertakes, or wishes children to undertake, an activity that includes additional risk, a separate risk assessment will be carried out and the school Health and Safety Officer consulted, to ensure a suitable level of safety is maintained in all our activities.

Due to the nature of many activities undertaken in Physical Education sessions, a separate risk assessment has been produced for each activity and is available on request. There is also further information about the handling of heavy and bulky equipment in the health and safety policy.

Equal opportunities and inclusion

All children are given access to teaching and learning in Physical Education. Approaches to activities include equal access and opportunity for all children regardless of their gender, race, religious beliefs, ability, disability, or any other potential factor. All children are encouraged to do their best and have a go at all activities, and full participation is maintained whenever possible.

We seek to achieve this by:

- Creating effective learning environments where everyone's contributions are valued, where children feel secure, where stereotypes are challenged and where children learn to take responsibility for their actions and behaviour.
- Providing all children with opportunities to participate in competitive sport, inter and intra school / house sports day throughout their journey through school.
- Securing children's motivation and concentration, by using a variety of teaching styles, grouping children in different ways for different activities, varying the presentation and style of lessons, planning varied work, using a range of resources and ensuring lessons have appropriate pace and challenge.

- Providing equality of opportunity through teaching approaches, taking account of the different interests, concerns and learning styles of boys and girls, avoiding gender stereotyping, enabling the fullest participation of all children regardless of any differences or disabilities.
- Using appropriate assessment approaches to ensure that children are given the chance to demonstrate their competence and attainment through a variety of appropriate means, and through providing clear feedback to children to aid further learning
- Setting targets for learning that build on children's knowledge, experiences, interest and strengths to improve areas of weakness and to demonstrate progress over time, and which build up self esteem and confidence.

Special Educational Needs

In planning and teaching Physical Education, we;

- Set suitable learning challenges for all children, by teaching knowledge skills and understanding in ways that suit children's abilities. This is done through differentiated activities from different starting points so that individual children can make progress.
- Respond to children's' diverse learning needs, by setting high expectations whilst providing opportunities for all children to achieve. This involves being aware of children's needs including those of boys and girls, children with specific special educational needs, children with disabilities, children from different social, ethnic and cultural backgrounds.
- Overcome potential barriers to learning and assessment for individuals and groups, through greater differentiation or through specific needs being met more directly.

Where a child has specific special educational needs, provision is made to minimise difficulties and maximise involvement on as equal a level as possible with the class peers. This may be done as part of normal classroom practice, but may also include specific targets on Individual Education Plans where the need requires further support or specific arrangements to be put in place.

Where a child is identified as Gifted and Talented in any particular area, the teacher or subject leader may signpost parents / children to outside agencies or clubs in order that they may display and achieve their full potential.

The role of the co-ordinator

Within our agreed provision for Physical Education, the co-ordinator is responsible for:

- developing a thorough knowledge of the subject, with an appreciation of curriculum issues and developments;
- identifying our school's strengths and weaknesses in the subject;
- policy review;

- developing an appropriate Scheme of Work, with the staff team, ensuring appropriate planning and coverage of the National Curriculum requirements;
- monitoring the quality and quantity of appropriate resources;
- advising members of the staff team on teaching strategies, methods and activities as necessary;
- developing the expertise of the staff team through INSET or training feedback when appropriate;
- leading by example, with good classroom organisation and practice;
- advising on health and safety issues.