

Beormund Primary School

Physical Education Policy

Physical Education contributes to the overall education of young people, by fostering learning that leads to success, achievement and provides the opportunity for them to lead full and valuable lives, through engaging in purposeful physical activity. Lessons are structured in line with the National Curriculum for Physical Education, students at Beormund will be taught the knowledge skills and understanding from at least four of the following areas:

1. Outwitting opponents, as in games activities
2. Accurate replication of actions, phrases and sequences, as in gymnastic activities
3. Exploring and communicating ideas, concepts and emotions, as in dance activities
4. Performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities
5. Identifying and solving problems to overcome challenges of an adventurous nature, as in life saving and personal survival in swimming and outdoor activities
6. Exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.

At Beormund it is our responsibility to acknowledge every child's potential and to endeavour to help them achieve it.

The PE programme helps pupils to cope with both success and failure in competitive and co-operative activities. The school's aims will be met through the provision of agreed schemes of work. Here are the seven areas of activity which all children should be involved. These areas are:

<p>1. Proprioception</p> <ul style="list-style-type: none"> • Body awareness • Appropriate stimulation • Spatial awareness • Speed and direction of movement 	<p>2. Gymnastic Activities</p> <ul style="list-style-type: none"> • Floor work • Apparatus • Trampolining 	<p>3. Games</p> <ul style="list-style-type: none"> • Invasion (football, basketball, hockey, rugby) • Net and wall (tennis, bat and ball, skills) • Striking and fielding (rounders and cricket) 	<p>4. Outdoor and Adventurous Activities (delivered through residential trips and enrichment)</p> <ul style="list-style-type: none"> • Team building, problem solving • Offered in lesson and at playtimes • Offered at Charlie Chaplin, Youth hostelling and camping/Macaroni Woods, residential trips.
<p>5. Athletic Activities</p> <ul style="list-style-type: none"> • Running, jumping, throwing and catching 	<p>6. Swimming</p> <ul style="list-style-type: none"> • Water safety • Basic strokes and styles • Survival skills 	<p>Health Related Exercises (taught as integral to all topics and through Science curriculum)</p> <ul style="list-style-type: none"> • Circuit training • Raising pulse and breath rate • Warm ups and cool downs • Exercise for fun 	

Aims

Through a broad and balanced programme pupils will be taught to be physically active, developing co-ordination, control and body management. They will be involved in problem-solving, communication with others and team-building. Pupils will be encouraged to understand the importance of a healthy life style through participation in and enjoyment of a variety of activities and environments.

PE offers opportunities for children to;

- Become aware of their own bodies
- Become skilful and intelligent performers
- Acquire and develop skills performing with increasing physical competence and confidence in a range of physical activities.
- Learn how to select and apply skills, tactics and ideas to suit activities.
- Develop their ideas in a creative way.
- Set targets for themselves and compare against others.
- Respond to a variety of challenges in a range of physical contexts.
- Discover their own aptitudes and preferences for different activities.
- Make informed decisions about the importance of physical exercise in their lives.
- Develop positive attitudes to participation in physical activity.
- Work as part of a team.

PE in the National Curriculum

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- ▯ develop competence to excel in a broad range of physical activities
- ▯ are physically active for sustained periods of time
- ▯ engage in competitive sports and activities
- ▯ lead healthy, active lives.

Attainment targets

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.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- ▯ 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
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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 demonstrate improvement to achieve their personal best.

Timetable

Physical Education at Beormund is taught across the week. All children have access to:

- 40minutes swimming
- 40 minutes taught PE lesson
- 40 minutes Judo session

In addition, pupils have access to the following through a block of time annually

- Trampolining
- Horse riding
- Outdoor and adventurous activities (school journeys)

Children also have daily structured play sessions where they can access equipment outdoors or indoors.

Teaching Plans and Methods

All children throughout each key stage will be given opportunities to access well planned, resources and evaluated physical education lessons. Each half term provides a focus on different areas of activity.

Skills will be developed through the seven areas of activity above (proprioception, gymnastics, games, dance, outdoor & adventurous activities, athletics, and swimming) and be introduced in a balanced programme over the 2 year school cycle. A variety of methods to teach PE are used in recognition of the individual needs of the children. These include motor skill acquisition through practice and repetition, safety, principles, working alone and with others, movement, memory, differentiation by task and outcome, observation, appreciation and evaluation. This will provide for a sense of achievement and self-worth.

Teachers will be encouraged to develop a thematic approach that will be the basis for the teaching of gymnastics and dance. There will be a skill-based emphasis as a basis for the teaching of games. Progression will be addressed within each area of study through careful planning of each area of activity. Opportunities to link physical education with work in other areas will be identified and used.

Children will be taught in their normal class groups. All teachers will be responsible for the planning and teaching of physical education, working from the school medium term plans. Every attempt will be made to fully integrate the children into participating on equal terms together. Health education, particularly those areas addressing the effect of exercise on the heart and the need for exercise to keep us healthy, will be addressed during the appropriate physical education lessons and links made to topics relevant to PSHE and Science.

Teachers should plan to offer a balance of inside and outside lessons, within the confines of climate. All physical education activities should be planned to ensure that they are enjoyable, safe and challenging. The ideas associated with fair play and good sporting behaviour will be encouraged at all times. Teachers should ensure that they are aware of the risk assessments done for each aspect of the PE curriculum and ensure that they are aware and plan to eliminate risks within their lessons.

All children should have access to water during their PE lessons.

Teachers should also ensure that brain gym is a planned part of each day as this is not only appropriate physical activity, developing skills such as proprioception and cross-lateral awareness, but also has a positive impact on learning in other subjects.

Teaching Assistants should;

- Prepare fully for all aspects of the lesson.
- Ensure pupils have the correct kit.
- Take water bottles from the classroom to wherever the lesson is taking place (and back).
- Join in or lead aspects of the lesson
- Ensure safety in all activities during lesson

Assessment and Record Keeping

In physical education, assessments will be undertaken within each area of focus. Teacher assessments in the focused area of physical education are carried out continuously and recorded every term.

Throughout the year staff are involved in continuous assessment through direct observation. Staff use their professional abilities to make assessments during the lessons. These are based on what they know to be good practice. At the end of the year teachers will report to parents on the achievements that have been made.

Participation

- Staff must remember that PE is an entitlement not a privilege and as such must ensure that all children have opportunities to participate. Physical Activity **MUST NOT** be used as a punishment
- Children whose behaviour has prevented them from taking part in the lesson will complete a written PE/swimming lesson, with later opportunities for physical activity, possibly in isolation from other children.
- Pupils with a letter signed by their parent or guardian requesting that their child does not participate in a PE lesson are excused from the lesson. They will be expected to watch or be involved in a quiet written activity.
- Children with asthma or other medical conditions should be encouraged to participate in activities within limits agreed by the teacher and the child.
- All jewellery and watches must be removed and kept safe by a member of staff during a PE lesson of any kind.

Health & Safety

The school health and safety policy outlines guidance for all out of school activities including swimming lessons and the use of playground / playing field equipment. The health and safety policy gives clear guidance on the response and reporting of all accidents, however small. Risk assessments have also been carried out on all areas of the school building and all aspects of PE lessons. The safe use of equipment will be encouraged at all

times and children are trained to move and store equipment in a safe manner. All activities involving children working above floor level must have mats.

Staff have a responsibility to consider health and safety when planning their lessons, taking into consideration the needs of their group. They should also be aware of and check the relevant risk assessments as appropriate.

When engaged in physical education children are expected to behave in a considerate and responsible manner showing respect for other people and equipment. During physical education children will be encouraged to discuss safety implications concerning themselves and others.

Members of staff with first aid qualifications:

Steven Sleat

Nichola Moffatt

Ceylan Greer

Alex Leng

First aid equipment can be found in the Deputy Head teachers Office.

If there is an incident;

1. Get the class to sit on the floor away from any equipment or apparatus.
2. Ensure the area around the pupil is safe.
3. Ask for the first aid trained member of staff to come to the child as quickly as possible without causing panic.
4. The First Aider will assess the child's injuries and if necessary send for an ambulance. In the event of all First Aiders being out of school the member of staff should make this decision, remembering it is better to air on the side of caution.
5. The injured child or the rest of the class should never be left unattended.
6. All incidents should be recorded in the accident book, parents must also be notified.
7. All incidents should be seen as learning points for future activities.

PE Kit

All children must change into shorts and T-shirts for dance, gymnastics, athletics and games. Tracksuits may be worn on cold days for outdoor games with shorts and T-shirts worn underneath. Trainers must be worn outdoors. All children will be barefoot in gymnastics and dance. Fashion trainers are not to be worn for physical education and no jewellery is to be worn. All children are given a PE kit when they first start at Beormund School.

Resources and Equipment

The gymnastic equipment is stored at the edge of the hall and the mats are on trolleys in the playroom alcove off the hall. The teacher will check all equipment before the children use it. All adults working at the school have a responsibility to report any defects in equipment, which need attention.

There is a storage area in the cupboard in the hall for all PE equipment. It is essential that all equipment be;

- Looked after properly by pupils and staff.
- Stored correctly and in the right place. Equipment must be replaced in the right place after use.
- Kept clean and well maintained.
- One member of the LSA team is responsible for keeping this tidy.
- No children go into the PE cupboard.

The Role of the PE Co-ordinator

The role of the PE co-ordinator is very important in the school with a number of functions;

- To receive all relevant documentation of National and local levels, events and initiatives.

- To facilitate the sharing of information and effective practice through staff INSET. Offer guidance and support.
- To organise the storage, management and maintenance of equipment and resources.
- The effective management of the PE budget.
- To act as a positive focus and source of enthusiasm for the subject. This would involve setting up extra-curricular activities and special events.
- Advice and support on assessment
- Liaising with outside agencies such as British School of Osteopathy, saddlers association, Judo coaches and Guys Hospital swimming pool.
- Completing PE risk assessments

Equal Opportunities

PE is a practical subject, which gives children, irrespective of age, race, gender and disability, opportunities for participation, enjoyment and success. All PE lessons will ensure an equal interest and participation level for both boys and girls.

The physical education scheme should enable all children to participate and benefit at their own level. There will be no barriers to access or opportunities base on race, gender, culture or ability.

The school ensure that;

- There is an appropriate range of work provided for all pupils.
- There is access to the whole curriculum for pupils of all abilities.
- Modification and extension are provided activities.
- All pupils are encouraged to participate in all activities.
- All pupils have the means to communicate their ideas.

Review

Policy Date – January 2016

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