



Policy Statement

PE

Policy Written by S. Naik 2017
Policy updated by S. Naik Autumn 2019
Adopted by LAC: Autumn 2017



"Never say never, because limits, like fears, are often just an illusion" -
Michael Jordan

This policy should be seen as a product of regular review and revision undertaken by all staff working together, and subject to amendment when necessary.

This review and revision will take place as part of the school curriculum planning cycle. It should be read in conjunction with the Teaching and Learning policy statement and the Behaviour policy.

Purpose

The purpose of this policy is to describe our practice in PE (Physical Education) and school sports and describe the principles upon which this is based.

Introduction - Why do we teach PE and School Sports?

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 and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

Our vision

To create a safe, inspiring and stimulating environment where our children can experience the joy of movement and competitive sport. We want to develop positive attitudes towards a healthy lifestyle, and an enthusiasm for sports both individually, and when working as part of a team. This will help develop a lifelong enthusiasm towards a range of sport, and knowledge of the importance of participation and leading an active life.

Aims and Objectives

- To enable children to develop and explore physical skills with increasing control and coordination.
- To develop an understanding in children of how to succeed in a range of physical activities and sports.
- To provide children with the opportunity to select and apply skills and tactics to suite a range of physical activities.
- To develop positive attitudes to participation in physical activities through increase knowledge and understanding of Physical Education and the importance of exercise in their every day lives.

- To provide children with the opportunity to evaluate and improve their own performance, and the performance of others.
- To develop the children's enjoyment of physical activity through creativity and imagination.
- To promote competition and active participation within the community.

Teaching and learning

All children at Perton Primary Academy are given the opportunity to acquire and develop new skills. The range of sports that the children are introduced to allow the children to select and apply these taught skills appropriately and regularly. We develop their knowledge and understanding of the importance of fitness and health and to encourage them to evaluate their own performance at every opportunity in order to improve. 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. Children do this through a 2 hour PE session (Excluding changing time) either indoors, or on the school field (dependent on weather and sport). Children are taught a variety of aspects of physical education including gymnastics, dance, fitness and fun and a number of outdoor games ranging from invasion games, striking and fielding games, net and wall games and athletic activities.

Planning and Provision

The Physical Education curriculum (Shown Below) is implemented and covered throughout all year groups in our school. A range of sports is covered in each Key Stage to ensure learners are introduced to a wide variety in which to implement taught skills.

'Rising Stars Champions' is used to inspire and focus lesson plans around these key skills.

'Champions' is designed for KS1 and KS2 and it has a selection of units for each year group. Each year group is comprised of Sports, Fitness and Health units. The units contain structured lessons based on the key skills for development in sports, fitness and health in the National Curriculum. These lessons can be adapted by the teachers to suit their classes.

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

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations

Our children at Perton Primary Academy attend swimming lessons in blocks throughout the school year in Year 3 as part of the National Curriculum.

The Foundation Stage

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 Foundation profile, 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.

Tracking and Assessment

For the assessment and tracking of pupil's progress for the teachers and coaches PEDPASS Skills ladders are used.

At the beginning of each unit of work taught an initial assessment takes place to determine areas for development within the unit. This enables an overall profile of the class to be established and monitoring of individual progress is made through teacher notes on the assessment document. The skills ladders focus on the individual skills covered in each unit/sport, along with knowledge and understanding, evaluating performance and knowledge of the effect of healthy exercise on the body.

The PE co-ordinator monitors these grids termly.

The master assessment grids are kept centrally in school.

Equality and Inclusion

At Perton Primary Academy we believe that every child has the right to an outstanding education; therefore every child, regardless of race, culture, religion, gender, ability, age and social background will have an equal opportunity to access the physical education curriculum and make individual progress. Thus, we ensure that through structured planning and differentiation, activities are accessible to all.

Health and Safety

The school policy on Health and Safety should be considered at all times during the teaching of PE. Children are made aware of health and safety in PE and are expected to follow given rules to keep themselves, and their peers safe.

PE Kit and Jewellery

General -

- Pupils and staff must be suitably dressed to participate in activities. White T shirt and black / navy shorts for all children. In addition a

sweatshirt and joggers or tracksuit should be worn in cold weather outside.

- Trainers / pumps for outdoor activities. Bare feet for indoor activities. (In the case of a verruca children can still participate in barefoot for indoor PE activities. Verrucas are non - contagious, a plaster may be worn to cover the sore area.)
- No jewellery can be worn during taught PE sessions. Earrings can be taped but should ideally be removed for the day if there are PE activities or by the child themselves prior to taking part in PE activities (Tape in classrooms).
- Shoulder length hair and longer must be tied up for all PE activities.
- Pupils unable to participate should bring a letter from home explaining why they are unable to actively take part. Children will still take part in watching and evaluating skills. Long term absence from participation may require a note from the doctor.
- All children are expected to have correct PE kit in school on the days when PE takes place. It is recommended that kit is left in school for half a term then returned home to be washed. A reminder slip is sent home for every occasion of a missed session. The teacher will speak to the parents on the second occasion and a phone call to home from the Headteacher will follow the third missed session.

Extra - curricular sports

Perton Primary Academy endeavours to provide a wider range of extra-curricular sports, which is continually built upon year by year. The academy ambassadors are consulted on new clubs and evaluating previous clubs. Information regarding extra-curricular sports is on the school website and is updated when new clubs are added by staff. A log of children that have taken part in after-school clubs, as well as inter-school events is kept to maximise the amount of children taking part. Sports Premium Money is used to boost the number of sports clubs provided through qualified sports coaches.

A range of inter-school events is held between the local schools to encourage healthy competition.

Pupils attending extra-curricular sessions may be required to wear sport specific accessories. These requirements will be communicated to parents through written information. Examples of such requirements are the schools' football and hockey sessions where shin pads are required to protect pupils from injury. Pupils who are selected to play for the school football team are expected to wear football boots with studs, not blades, for training and matches.

Monitoring and Evaluation

Policies and practice in PE and School Sports are monitored and evaluated on a regular basis. Teachers/sports coaches are observed throughout the year by the PE co-ordinator. Lessons are observed using guidelines for an outstanding PE session to maintain standards. The subject leader monitors progress and targets through observing planning and assessment grids. School council meetings are also held termly to gather feelings and feedback on PE lessons. Link Governor meetings are also held within the year to monitor how PE is implemented. Sports Premium Funding meetings are held between the headteacher, as well as discussed in Link Governor meetings.

Resources

Schemes of work are stored centrally to aid teacher planning (Rising Stars Champions, TOPS cards, School games). PEDPASS assessment grids are also kept centrally. Sports resources are kept in the PE cupboard and container (Inventory taken September 2016)

Sports Premium funding is used to re-supply and acquire sports equipment for new sports.

ActivKids vouchers are collected each year from Sainsbury's for new equipment and resources.

Curricular Links

Physical Education has a direct impact on children's health and fitness. PE also contributes to development in wider areas of learning such as:

- Maths: time, distance, calculations and counting
- English: communication and providing feedback
- Science: planning and predicting. Sports Science i.e. learning about the human body

Transfer Information

- The academy will provide schools in the next phase with copies of long term planning on request and a 'best fit' assessment of each pupil.

This policy was written by Steven Naik, PE co-ordinator, in consultation with:

Teachers: Inset day 2.9.17

Sports Coaches - Subject and Extra-curricular clubs meeting September 2018

Pupils: School Council Meeting Autumn A 2018

Subject Leader: S Naik Reviewed- 21.8.19 Next review- December 2019