



# ST BOTOLPH'S CHURCH OF ENGLAND PRIMARY SCHOOL

## Policy for Physical Education September 2017

Review Body:	FGB
Leadership Group Responsibility:	Head Teacher
Type of Policy:	Non- Statutory
Review Period:	3 yearly
Adopted:	September 2017
Next Review:	September 2020

## **POLICY FOR PHYSICAL EDUCATION**

This policy has been produced following whole staff discussion and has been approved by the Governing Body. Its implementation is the responsibility of the whole staff and will be monitored by the subject leader. This policy will be reviewed in July 2019.

### **OBJECTIVES**

Pupils will:

- Develop movement coordination and acquire a range of motor skills;
- Work cooperatively and develop interpersonal and communication skills;
- Develop the capacity to create and express ideas through the media of planning and performing movement;
- Adopt a positive attitude to participation in physical activities and find enjoyment and satisfaction;
- Become aware of health, hygiene and fitness and the effect that physical exercise has on their bodies;
- Demonstrate responsible attitudes to safety;
- Evaluate their own performance and that of others;
- Appreciate skill and competence in physical activities as a performer and an informed spectator.

### **PROGRAMME OF STUDY**

P.E is taught through the development of skills rather than termly themed activities. Each week each class receives one of their two PE sessions delivered by a specialist sports teacher. The PE subject leader, Specialist Sports teacher and classroom teachers ensure that we are giving our pupils a broad and balanced curriculum with a variety of activities and skills being developed.

The main emphasis of lessons for Key Stage 1 is focused on students being able to learn and develop their fundamental movement skills (FMS). This also follows the guidance that the national curriculum has given for KS1. Each term they will focus on 2 key fundamental movement skills in depth this will allow students to repeat the movements on a regular basis in a variety of activities. This will give the students the opportunity for greater development, progression and confidence in their movements. Year 2 will begin to play team games where they can begin to transfer some of the fundamental movement skills they have learnt into a game such as football.

All students in Key Stage 2 will transfer the skills they have developed in Key Stage 1 into various sports. These will include sports which are invasion games, net games, striking and fielding games as well as athletics. Students will partake in a wide variety of sports which include football, rugby, tennis, netball, hockey, athletics, cricket, swimming and rounders. The variety of activities will allow students to apply and develop a broader range of skills.

In order to meet the new recommendations of the national curriculum there will be plenty of opportunities for students to take part in competitive sport. Students in Key Stage 2 will be introduced to the competitive environment whilst taking part in some of the activities in the lessons. Furthermore, students will be given opportunities to take part in

extracurricular activities where competition will take part in clubs as well as fixtures against other schools.

## **SWIMMING**

Through-out the year pupils in years 2, 3 and 4 have the opportunity to go swimming at the local pool on a Wednesday afternoon. Year 4 go swimming in terms 1 and 2, year 3 go swimming in terms 3 and 4, and year 2 go swimming in terms 5 and 6. The aim is for them to achieve water confidence and the ability to swim 25 metres in a variety of strokes. For these sessions we do ask for a contribution from the parents towards their child's swimming lessons; this can be paid termly or weekly. Safety considerations are paramount, and any pupil considered to behave in an unsafe manner will be precluded from swimming for a period determined by the teacher in charge: parents will be notified if this becomes necessary.

## **CROSS-CURRICULAR LINKS**

Physical education can be linked to all areas of the curriculum but especially to science through health-related exercise, to mathematics through the measurement and recording of achievement and to the creative and expressive arts through dance and gymnastics, where music, a painting or an artefact may be used as the stimulus. The concept of working cooperatively and of evaluating the performance of others in a sensitive manner also has close links with the programmes of study for SMSC (spiritual, moral, social and cultural education) and PSHE (personal, social and health education).

## **PLANNING AND ASSESSMENT**

Short term plans are kept by the teacher and show how differentiation is achieved for particular groups of pupils, particularly any with physical or EBD (emotional and behavioural) needs. The school uses the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example, with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats

P = change the people, e.g. size of the groups

Formative assessment is made by the teacher as a continuous process, based on his/her knowledge and understanding of the needs and abilities of individual pupils and is used to inform planning for future lessons. Each term teachers and specialist teachers highlight the skills that they have covered, as the year progresses teachers are aware of any gaps in their coverage and can plan accordingly. Pupils also are encouraged to critically evaluate their own performance and that of others and to suggest ways to improve.

## **EQUAL OPPORTUNITIES**

Physical education at primary level offers equal opportunities for boys and girls to learn to work cooperatively and develop skills together. There is no place for gender-

segregated activities at primary level and all pupils are expected to experience a range of activities as shown in the scheme of work.

## **SPECIAL NEEDS**

Pupils who need to develop basic skills will have the opportunity to practise them individually and with a partner, and will be able to gain knowledge and understanding through watching demonstrations by the teacher or their peers.

Pupils with learning needs will often enhance their self-image by taking part in physical activities which provide them with feelings of enjoyment, satisfaction and achievement.

Care must be taken when pupils with physical disabilities take part in PE. Teachers must be alert to possible over-exertion and know the necessary procedures for dealing with asthmatic, epileptic or diabetic 'hypo' attacks. It is recommended that pupils who need to use inhalers or an EpiPen should keep them nearby during physical exertion.

Pupils with limited vision, hearing or coordination need to be considered when physical activities are planned in order that any potential safety risks are minimised.

Any pupil with behavioural or emotional needs must be carefully monitored during physical activity and if necessary excluded from part or all of the lesson in order that their safety and that of the whole class can be maintained.

If at any time the teacher is concerned about the well-being of any pupil during physical activity then a request should be sent for additional adult help. As in any activity, injuries sustained by a pupil or adult should be reported to the appropriate person.

Any pupil who demonstrates special ability in physical activities should be identified and encouraged to join school or outside clubs where his or her skills can be further developed.

## **HEALTH AND SAFETY**

PE is by its very nature a challenge to growing children, setting goals which in order to be met demand a mixture of skill, fitness and personal judgement. The risk of accident and injury is ever present and teachers must possess the ability to anticipate and minimise hazards. They must position themselves during PE lessons in such a way that they can observe the whole class.

Pupils' clothing should be suitable for the activity:

- Bare feet for gymnastics and dance
- Trainers or plimsolls for games and athletics (indoor and outdoor)
- Close-fitting garments for work on gymnastic apparatus
- All girls to wear a swimming cap when swimming
- Suitable clothing for outdoor and adventurous activities

Noise levels in the hall, particularly during apparatus work in gymnastics, should be kept to a minimum, with silence as the ideal model.

Earrings must be removed by all pupils before P.E. activities; pupils unable to remove earrings will not be permitted to participate in P.E. Teachers should not remove or fit

earrings for a pupil, nor should they agree to look after any watches or other item of jewellery: these are the sole responsibility of the pupil. Hair which the teacher considers too long for safety should be tied back by the pupil.

If the weather is cold or damp pupils are allowed to wear a track suit or sweater outside.

Gymnastics apparatus is subject to an annual safety inspection by the local education authority. Teachers must in addition follow these safety precautions:

- Assemble and dismantle the apparatus systematically and carefully. Pupils should be taught the necessary skills to do this, according to their age and understanding.
- Check that the apparatus has been correctly and safely assembled, dismantled and stored. Pupils should be encouraged to be part of this routine.
- Ensure that the apparatus is adequately spaced out, so that if a pupil does fall there is no other apparatus onto which he/she could fall.
- Runways should be straight and unobstructed.
- No apparatus, either fixed or portable, should be used as obstacles for competitive games.
- Mats of sufficient size and density should be placed wherever a pupil is likely to jump from a piece of apparatus, to cushion the landing.
- Mats should not be used specifically to prevent injuries caused by a possible fall from apparatus.
- Any pupil unable to participate in a P.E. activity should watch the lesson as a critical observer, making written or oral comments and evaluations as appropriate.

## **HEALTH-RELATED EXERCISE**

The concept of exercise for health should be introduced in the Foundation Stage, and as pupils progress through the school they should acquire a knowledge of the importance of regular exercise as part of a healthy lifestyle, and of the effect of correct and incorrect exercise on their bodies.

All physical activities should be preceded by an adequate warm-up session and should end with a warm-down exercise such as a gentle jog around the hall or field in order that the pulse can be lowered and that the lactic acid built up in the muscles can be dispersed.

During dance and gymnastics, joints should never be moved beyond their normal range of movement. Back arching, kneeling and flat-back exercises should not be used.

## **STORAGE OF APPARATUS**

It is the responsibility of the teacher to ensure that apparatus, both small and large, is made available for each lesson and returned to the appropriate storage area after use. Pupils should not enter either PE cupboard without the permission of the teacher. All apparatus should be stored away safely. Where shelving is used, heavier items should be kept on the floor or on the lower shelves. Apparatus must be returned to its correct place in order that it is easily locatable for subsequent lessons. The return of equipment to cupboards must be supervised by an adult.

The PE cupboard in the hall stores all of the gymnastics equipment including benches, mats, climbing frames. In the PE cupboard in the new building is all of the outdoor equipment, which has been labelled and organised into appropriate sporting sections.