



Oakthorpe Primary School

Physical Education Policy

1. Rationale

PE is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in:

Games

Gymnastics

Dance

Athletics

Outdoor Activities

Swimming

PE contributes to the overall education of young people by providing challenges and fulfilment as part of a healthy and active lifestyle.

2. Policy Development

This policy was developed following consultation with the Headteacher, staff and other curriculum co-ordinators.

3. Purposes and Aims

The aim of this policy is to clarify and inform all staff, parents, governors, visitors and pupils, how PE is taught at the school.

We aim that all children will:

- be physically active and find enjoyment in Physical activity.
- find a lasting sense of purpose, achievement and fulfilment in physical activity.
- develop physical skills, habits and interest that will promote a healthy lifestyle
- develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour and the ability to cope with success and failure.
- learn how physical exercise affects the body.
- understand the need for safe practice in physical activities and know how to achieve this. □
have the opportunity to be supported in Guided Play at playtimes.

□

benefit from our wider links with local sports clubs and groups, particularly Edmonton Rangers FC.

- Compete in Inter-School events from years 1 - 6

4. Equal Opportunities

We believe that all children, irrespective of physical ability, race, gender, creed or stage of achievement have the right to reach their full potential in PE and achieve enjoyment, satisfaction and success at their own level.

All children will be encouraged to develop:

- control, co-ordination and mobility.
- skill and confidence in a range of physical activities.
- an awareness of physical capabilities of the body. □ co-operative skills.

5. Definition of PE and content of the curriculum

PE is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in "PE in the National Curriculum" where they are categorised into 6 areas of activity:

games gymnastics dance and 2 activity

areas from: (Key Stage 2 only) athletic

activities

outdoor and adventure activities swimming

activities and water safety

6. P.E in the Foundation Stage

We believe that a young person's physical development is inseparable from all other aspects of development because they learn from being active and interactive.

Effective learning involves:

- giving children plenty of time to explore, experiment and refine movements and actions unhurriedly
- providing a safe, well planned and resourced environment
- supporting other areas of learning through physical activity
- children using and learning through all their senses
- building on children's developing skills to promote confidence and independence

Effective teaching requires:

- providing opportunities for regular and frequent physical activity indoors and outdoors
- ensuring that space is safe to use, and that outdoor clothing is safe and sensible

- offering a range of stimuli for movement, such as action rhymes, stories, music and props
- introducing the vocabulary of movement and words of instruction
- teaching directly skills such as picking up bulky objects, getting onto the slide or responding to signals
- providing a range and sufficient quantity of small objects to handle □ countering stereotypical behaviours that hinder children's development.

7. Areas of Activity

Dance

Dance is an art form which is concerned with developing control, co-ordination and versatility in the use of the body. It helps to maintain flexibility, develop strength and aesthetic awareness and the appreciation of beauty and quality in movement.

Composition, performance and appreciation are the three components of dance. All are interrelated and will usually be taught together.

Aims:

- to develop control, co-ordination, balance and poise in basic actions of travelling, elevation and stillness.
- to enable children to learn to enrich movements by varying shape, size, direction, level, speed, tension and continuity .
- to experience and respond to a variety of stimuli, including music.
- to explore moods, express feelings and ideas and create simple characters and narratives in movement.
- to create dances with clear beginnings, middles and ends.
- to use techniques and styles to communicate meanings and ideas.
- to give children the opportunity to describe, interpret and evaluate all aspects of dance, choreography, performance and content production.
- to experience examples of traditional/folk dances from different countries.

Games

Games and competitive sports are an essential part of the physical education programme. They involve children participating individually, in a team, co-operatively and are concerned with skills, tactics and principles of play.

Aims:

- to provide experience of a variety of different games including; invasion games such as football, netball and hockey, net and ball games such as tennis and volley ball and striking and fielding games such as cricket and rounders.
to gain understanding of common skills and principles, including attack and defence in all types of game
- to provide games practices that help improve skills.



- to develop own games, rules and scoring systems.
- to experience a variety of roles in each game including umpiring.
- to play and understand small-sided versions of recognised games
- to learn more advanced techniques and tactics in selected games and how to analyse them in order to improve performance.
- to experience the full sided version of a game and play in different positions in competitive situations.

Gymnastics

In gymnastics the focus is on the body. We are concerned with acquiring control, co-ordination and versatility. Strength is developed and flexibility is maintained. The natural actions involved include, leaping, balancing, inverting, climbing, rolling and swinging.

Pupils work alone, with partners and in small groups, sharing ideas, carefully sharing space and helping one another to lift, carry, place and use apparatus.

Aims:

- to experience many ways of performing basic actions.
- to improve control of individual actions through repeated practice.
- to learn to link together a series of actions on floor and apparatus and to be able to repeat them.
- to learn how to lift, carry and position apparatus.
- to learn to emphasise elements such as changing shape, speed and direction in a longer series of actions in response to a task.
- to understand and be able to show how body tension, clarity of shape and extension influence quality.
- to understand and develop aesthetic qualities such as contrast, variety and repetition in more complex sequences.
- to demonstrate sequences with or without contact in partner work. .to learn and be able to analyse more advanced techniques.
- to encourage gifted and talented children to pursue further activities in extra-curricular clubs.
- to promote excellence through an annual gymnastics competition.

Swimming

Swimming is a crucial survival skill and an essential prerequisite for a range of activities in and around water. It provides an excellent form of all round exercise and can contribute to the development of flexibility, strength and stamina.

Aims:

- to develop safety and confidence in the water .



to know and understand the basic principles of water safety.

- to learn the fundamentals of recognised strokes and a variety of general water skills.
- to ensure that all children at the end of KS2 can swim at least 25 metres.

Athletic Activities

In athletics the focus is upon developing a variety of natural physical actions like running, jumping and throwing. The activities provide excellent opportunities for promoting physical fitness and understanding of how the body works.

Aims:

- to experience and participate in running, jumping and throwing activities.
- to develop and practice the basic skills leading to the different athletic events. To learn how to measure, compare and improve performance.
- to experience competition.
- to learn about the effects of exercise upon physical health and fitness.

Outdoor and Adventurous Activities

Outdoor and adventurous activities have the potential to satisfy the need for excitement and challenge in a positive way. They also provide opportunities for learning about ourselves and our environment. This area is chiefly addressed in Years 4, 5 and 6 e.g.: Isle of Wight, Kingswood, Activity Week and Camp.

Aims

- to explore the potential for physical activities within the immediate environment.
- to undertake simple orientation activities.
- to learn the principles of safety in the outdoors and how to avoid danger .
- to experience at least one exciting and challenging activity in an unfamiliar environment and learn the skills necessary for the activity .
- to experience the need for mutual support/reliance on others in a challenging environment.

8. Co-ordination

The role of the PE co-ordinator is to:

- take the lead in policy development.
- take responsibility for the purchase and organisation of central resources for PE.
- give support to colleagues where appropriate.
- keep up to date with development in PE through attending relevant INSET.
- organise an annual Health Fun and Fitness week, including sports day for each Key Stage.
- provide trainees with training and support.

□

- provide and maintain school kit.
- ensure that apparatus and equipment is checked annually.
- monitor and evaluate standards of teaching and learning across the school.
have a good knowledge of levels of attainment throughout the school by moderation and assessment.

9. Planning

Planning in PE is a process in which all teachers are involved with and each class teacher Enfield Scheme of Work for P.E and this is monitored by the Co-ordinator and the Headteacher.

In planning, the following must be considered:

- warm up/cool down
- differentiation
- depth and breadth of work
- progression and continuity

10. Organisation

The PE curriculum is organised on a subject basis outside the main framework of the curriculum(though dance and gymnastic activities may be related to topic work). PE is the most firmly timetabled element of the curriculum because of the need to use hall/outside space/venues. PE is taught throughout the school year but not all areas of activity are covered each term.

Within this framework, each class:

- spends approx. 2 lessons (2 hours) per week over the year on PE, covering games, gym, dance and athletics.
- has a weekly swimming lesson for a term and a half, (at KS2 only - Year 4) at the Arnos Grove Pool.
- studies outdoor and adventurous activities during the school journey and summer term. All children visit the school field weekly to do PE (weather prevailing).

11. Delivery

Games, gym and dance lessons are mostly taught by a specialist teacher. If class teachers deliver the P.E curriculum they are supported by the relevant member of the PE team. The predominant mode of working in PE is cooperative:

- pair/group work although individual work and class teaching are used where
□ appropriate within this structure; groups are usually of mixed ability.
- Feedback to pupils about their own progress in PE is achieved and encouraged through discussion between child/teacher in the context of the PE lesson.

12. Assessment

At school, we believe that it is crucial to monitor each child's progress in each aspect of the subject and as such, formative assessment is used to determine what each child has learned and what therefore should be the next stage in their learning.

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At the end of each unit the teacher will plot children's progress on our planning proforma.

Suitable tasks for assessment include;

- practical tasks directly observed by the teacher.
- Small group discussions related to a practical task
specific assignments for individual pupils.
- photographs and videos of children's performance

Reporting in PE will focus on each child's

- control, co-ordination and mobility.
- skill and confidence in a range of physical activities.
- awareness of the physical capabilities of the body.
- co-operative skills.

13. Strategies for the use of Resources

All the main PE equipment is stored centrally. Most equipment is stored in the two P.E cupboards. One cupboard is accessible to all containing resources necessary for teaching.

The key for the PE cupboard is kept with the PE co-ordinator and Headteacher.

Time is a resource that we value. To maximise its use in PE pupils are encouraged to change swiftly and with a minimum of fuss and lessons are conducted in a disciplined manner.

14. Health and Safety issues in PE

- Good discipline.
- Correct handling of apparatus.
- Correct clothing and orderly changing.
- Constant awareness on the part of teachers.
- No jewellery (stud earrings may be worn).
- Children should wear plimsolls to and from the hall for gym and dance.
- Clothing - all children should have a change of clothes for PE, preferably school kit where possible. Replacement kit should be made available to any children who forget their own □
PE kit in house colours is available to purchase.

15. Safety Checklist

Before you start:

- are the pupils suitably dressed?
- barefoot for gym.

□

- trainers/plimsolls for games, dance and athletics.
- have you the teacher changed into suitable footwear?
- have you collected dangerous articles e.g. watches, earrings?
- have you checked long hair is tied back?
- always make sure that any obstructions are out of the way when you are there.
- does a signal immediately produce Stop Look Listen? □
- do the children handle equipment with care?

Outdoors - during transportation to and from Swimming Pool and Sports fields, are the children aware of the need for safety? Swimming is an enjoyable but potentially hazardous activity. Good control and knowledge of safety procedures is essential.

- If going off site inform office and ensure a member of staff has a mobile telephone.
- Indoors- are you keeping clear of all usual obstructions?
- Mats should be placed where it is expected that pupils will need to cushion deliberate landings but should not be placed around indiscriminately -only place a mat where you want the children to land!
- When you get back
- Were there any near misses or collisions?
- Should you adjust organisation or placing?
- First aid kit should be nearby.
- Gloves should be worn at all times when dealing with cuts. If any child is unwell or unfit to take part in any PE activity, they must have a letter from their parent/carer which explains the situation.
- In case of an accident, correct procedures must be followed.
- Apparatus is checked annually by the local authority to ensure safety in PE.

16. Links with other agencies enrich the PE curriculum.

These include:

- participation in local sports leagues with other primary schools.
- visits, and liaison with, outdoor education centres and agencies.
- visits from, and liaison with, professional dancers and sports players.
- after school clubs run by school staff and outside agencies.

17. Staff Training

Staff will be encouraged to attend courses and review resources. The PE co-ordinator will have access to specific training to support and develop their role.

Trainees will be given the opportunity to work alongside the class teacher and given support by the co-ordinator, who will model lessons and provide support where necessary.

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Team teaching with experienced/specialist teachers is often practised to help less experienced teachers improve subject knowledge and confidence.

18. Dissemination

All staff and governors will receive a copy of this policy. And a copy will be placed on the School Web Site. A short summary will be included in the school prospectus.

Reviewed and updated June 2019 by the PE Team

To be reviewed June 2020