

## Leominster Primary School PE Policy



P.E. is a foundation subject within the National Curriculum. The National Curriculum sets out programmes of study stating what children should learn and experience during Key Stages 1 and 2. In Nursery and Reception the children will also participate in PE lessons following the requirements stated in the Early Years Foundation Stage framework.

### 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 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

Swimming and water safety is a statutory part of the National Curriculum, with the aim that by the age of 11 (the end of key stage 2) all pupils should be taught to:

- pace themselves in floating and swimming challenges related to speed, distance and personal survival
- swim unaided for a sustained period of time over a distance of at least 25 metres
- use recognised arm and leg actions, lying on their front and back
- use a range of recognised stroke and personal survival skills (such as front crawl, backstroke, breaststroke, sculling, floating and surface dives).

### Aims

A high quality physical education curriculum inspires all pupils to succeed and excel in 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.

To that end, the LPS curriculum will aim to ensure that all pupils:

- Develop the competencies (social, mental, physical) to participate successfully in a broad range of physical activities.
- Develop an appreciation of the value of participation in sustained physical activity.
- Engage in competitive sports and activities.
- Strive to maximise their potential.
- Recognise and respect the potential of others.
- Lead healthy, active lives.
- Develop the concepts of fair play, team work and good sportsmanship.
- Develop the skills necessary to be able to plan, perform and evaluate physical performance.
- Teach children an awareness of safe practice through physical education.

### **Equal Opportunities**

- All children have access to the PE curriculum.
- SEN pupils are fully included in all areas of PE. Each teacher will ensure that such integration is practical by providing differentiation of task within the activities, possibly using differentiated equipment.
- Every effort will be made to ensure that all activities are equally interesting to both boys and girls. This shall extend to extra curricular activities.
- Opportunities will be provided for pupils to experience self-improvement, in addition to competition with others, both as individuals and in teams.
- Staff will value all pupils' efforts and achievements.
- Staff will emphasise the need for fair play, with pupils being aware of the need to be sensitive to peers' abilities.
- Notice will be paid to pupils' religious or cultural preferences or practices, in order to enable full access to a range of quality learning experiences.
- Specific special needs will be dealt with according to the Leominster primary School SEN Policy and on advice from the SENCO.

### **Approaches to Teaching and Learning**

- Lessons will be taught by class teachers, or year group colleagues, and a sports coach who will work within all Key Stage 2 year groups.
- Support staff for pupils with SEN will be used in a direct teaching role, where appropriate.
- Children have opportunities to work as whole class and small groups, individuals or house groups as appropriate.
- Direct teaching will be used as appropriate.
- Year groups participate in annual sport days, incorporating health and fitness alongside specific skills.
- All children are given opportunities to partake in a wide range of extra-curricular activities.
- Structured play activities will be available during lunch times to engage children in physical activities and to develop their confidence to and competencies when participating in team games.
- Involvement with the outside community through inter-school competitions and tournaments.

### **Resources**

The Schemes of Work used (a combination of Real PE and other planning resources used successfully in previous years) meet the statutory requirements of the National Curriculum and ensure there is continuity and progression within the school. Differentiation and development activities are included to ensure that children of all ability levels have the chance to succeed and reach their potential. Planning is accessed online and in hard copy form. Other teaching resources, such as published books, articles, music and activity cards, can be found in the 2<sup>nd</sup> floor locker room.

Children have opportunities to use a range of sporting equipment, suitable to their particular area of activity. In addition, pupils may use measuring, marking, timing, recording and data handling equipment. PE equipment is stored in the PE cupboard within the hall and also in the outside shed.

## **Time Allocation**

All year groups have time allocated outside each week and also use of the hall throughout the year. Teachers decide how they want to use this time. It may be that teachers in one year group prefer to work with their class outside only for a set number of weeks, whilst another year group focuses on indoor gymnastics or dance. Provided that all areas of the P.E. curriculum are covered throughout the year, when activities take place is the decision of year groups. Obviously there will be restraints placed upon timetabling due to adverse weather conditions during the winter months. Children will be encouraged to participate in lunchtime activities and after school clubs.

## **Safety and Class Management**

The same management techniques in the teaching of P.E. are used as for all other subjects. However, special attention must be given to safety issues and use of resources. The following safety guidelines must be adhered to:

- Ensure tables, chairs etc. do not protrude into the working area.
- Equipment should be checked before the lesson and any problem or fault should be reported to the co-ordinator.
- Children should be taught how to lift and carry apparatus correctly.
- Ensure that a sufficient number of children carry each piece of equipment.
- Apparatus should be placed with sufficient space and landing areas.
- All lessons should begin with a warm up and end with a cool down.
- Refer to policy on arrangements for reporting accidents.
- Risk assessments will be carried out by the staff.
- Teachers are acting in loco parentis when exercising the duty of care owed to pupils and that their duty of care cannot be transferred to anyone other than a qualified teacher. (Refer to the Code of Practice for working with AOTTs).

There may be individuals within the group for whom an extra degree of awareness is necessary. For example children who:

- Use wheelchairs.
- Lack co-ordination.
- Are vulnerable to physical contact.
- Have a sensory impairment.
- Have behavioural issues.

All teachers should:

- Give clear and concise instructions.
- Establish rules and ensure they are followed.
- Be in a position to view all children working.
- Ensure that all equipment is checked and returned.
- Record any accidents in the school accident book.
- Ensure children wear suitable clothing and footwear at all times: shorts and t-shirt; also jogging bottoms, trainers, jumpers when outside in cold weather.
- Ensure watches and jewellery are removed. If earrings cannot be removed they must be covered with earring tape provided by the school or parent.

## **Monitoring and Assessment**

Teachers need to monitor the progress of the children in P.E. lessons and the P.E. subject leader needs to ensure that there is continuity and progression throughout the Key Stage. Achievement and success in P.E. is continuously made by teachers observing pupils in practical contexts and through questioning and verbal responses during and following lessons. Throughout the year teachers will use tick lists during lessons to assess children's skills and understanding. Children's progress will be tracked on class objective sheets and a judgement made based on the number of objectives achieved. Children will be assessed as being secure, working within or entering each objective. At the end of the academic year the assessment sheets will be passed onto each child's next class teacher and to the PE coordinator for analysis.

Those children not participating in P.E., because of lack of kit, should still be involved in lessons. Monitoring by these children of the progress of their peers can be used to inform and adapt activities set. The subject leader must also act upon any changes in the law pertaining to the teaching of P.E.

### **Lesson planning**

This should include details of how pupils will be involved in acquiring and developing skills, evaluating and improving performance and demonstrating knowledge and understanding of fitness and health. With this in mind teachers will need to:

- Provide opportunities for pupils to discuss and reflect on their achievements during lessons.
- Share the learning objective with the pupils and the criteria by which their progress and attainment will be assessed.
- Include details of progression and differentiated activities.
- Celebrate and reward achievements.

### **Reporting**

Class teachers will send termly letters to parents outlining the activities planned in P.E. Children's progress is discussed at Parents' Evenings and is reported on in the child's academic annual report.

### **Cross-Curricular Links**

Physical Education provides educational, social, health and cultural benefits. It builds motivation, confidence and competence as well as an understanding of the need for evaluation in order to improve performance. Use is made, wherever possible, of links with topics taught within different year groups. There are obvious links to PSHE and pupils are taught:

- To adopt good posture when sitting, standing and taking part in an activity
- To prepare for and recover from an activity appropriately
- To recognise the changes in their bodies that occur during exercise and how to sustain activity over appropriate periods of time in a range of physical activities
- That regular exercise strengthens bones, muscles, flexibility and improves cardiovascular health and endurance and that good exercise habits contribute to a healthy lifestyle
- That there is a relationship between the food and drink we take into our bodies and the energy we expend
- That opportunities for exercise should be taken every day for it to be beneficial
- That exercise can be fun and sociable – both in school and during later life
- To interact positively with peers, acknowledging the strengths and weaknesses of others.

### **Health and Safety**

When taking children off site, the LA guidelines will be adhered to in full. In addition:

- Risk assessments will be carried out according to LPS guidelines for all areas of activity.
- The jewellery policies according to Leominster Primary School and the LA will be adhered to at all times.
- Student teachers will not teach PE unsupervised.
- When engaged in any fixtures, children are required to display the same high standards of behaviour as those expected in school.

<b><u>Activity</u></b>	<b><u>Hazard/Risk</u></b>	<b><u>Action</u></b>	<b><u>By</u></b>
Children changing into PE clothes in classroom.	Children bumping into one another, falling over, misbehaving.	Adult supervision at all times	Teacher/Sports coach
Changing into PE clothes.	Jewellery and watches left in/on.	Ensure children checked for watches, hair bands, earrings etc. NB. Earrings may be removed or covered with plasters (supplied from home).	Teacher/Sports Coach
Walking to lesson location and participating in activity.	Inappropriate footwear for terrain/activity.	Ensure laces tied/tucked in etc. Ensure correct footwear. No studs on tarmac, all studs/blades to be smooth and secure.	Teacher/Sports Coach
Warm up/Cool Down	Stretches and Strains of muscles.	Ensure light cardio-vascular activity before stretches. All techniques to be age appropriate. (See BAALPE book).	Teacher/Sports Coach
Indoor floorwork	Injury from landing/falling on hard floor.	Trainers or mats for aerobic/jumping activity. Ensure children land with 2 feet together, bending on impact at the knees and having straight back, arms extended to side for balance.	Teacher/Sports Coach
Apparatus work	Injury from landing/falling on hard floor.	Trainers or mats for aerobic/jumping activity. Ensure children land with 2 feet together, bending on impact at the knees and having straight back, arms extended to side for balance. Ensure all equipment is to be checked for stability/security before pupils commence activity.	Teacher/Sports Coach
Apparatus work	Body parts trapped in/between apparatus.	Ensure all equipment is checked for stability/security before pupils commence activity. Ensure close supervision of all pupils and maintain high standards of behaviour.	Teacher/Sports Coach
Indoor work (Hall)	Collision involving non PE equipment (Piano, stage, chairs etc)	Set and maintain boundaries within the room. Move objects to safe location before commencement of activity.	Teacher/Sports Coach
Cross Country	Pupils able to leave the school site/people able to access school site from numerous locations.	Ensure pupils aware of boundaries and site staff at key points. Patrol the course. Head count before and after activity.	Teacher/Sports Coach
Cross Country	Pupils falling down banks/over tree roots or being hit by branches etc. Dog faeces.	Course check before activity. Clear dog faeces. Establish clear protocol for pupils to receive help if injured.	Teacher/Sports Coach/Site Manager
Net/Wall Games Striking/Fielding Games	Being hit by ball.	Ensure pupils watch the ball in flight. Ensure clear procedures for striking/catching a ball. Equipment appropriate to user. Allow sufficient space for	Teacher/Sports Coach

		activity.	
Net/Wall Games Striking/Fielding Games	Being hit by racquet/bat. Collision between pupils running.	Ensure pupils maintain safe distance from player hitting ball. Teach good drills for using racquets etc. Encourage runners to have head up and looking at whole game. Equipment appropriate to user. Allow sufficient space for activity.	Teacher/Sports Coach
Net/Wall Games Striking/Fielding Games	Collision with nets/posts etc.	Ensure playing surface appropriate to activity. Use equipment only for its intended purpose (e.g. no traffic cones for rounders). Allow sufficient space for activity.	Teacher/Sports Coach
Invasion games	Being hit by ball	Ensure pupils watch the ball in flight. Ensure clear procedures for striking/catching a ball. Equipment appropriate to user. All balls to be pumped up with a little spring left in them – not rock hard. Allow sufficient space for activity.	Teacher/Sports Coach
Invasion Games	Collision between pupils running	Encourage runners to have head up and looking at whole game. Allow sufficient space for activity.	Teacher/Sports Coach
Hockey	Sticks hitting pupils. Head injuries, limb damage.	Ensure stick length appropriate to user. Ensure good quality handling drills (carry like a suitcase, stick swing waist height maximum, etc).	Teacher/Sports Coach
Netball/Basketball	Injury from carrying, setting up and using posts/bases.	Ensure correct lifting drills and all post erection directly supervised by adults.	Teacher/Sports Coach
Hockey/Football	Injury from carrying, setting up and using goals.	Ensure correct lifting drills and all goal erection directly supervised by adults. Ensure all goals are secured to ground by spikes or weights.	Teacher/Sports Coach
Swimming – changing and using toilets	Wet floor. Members of public in the vicinity.	All pupils walk. Maintain high standards of behaviour. Liaise with pool staff to minimize potential risk. Check and clear toilets before allowing children in. Insist on public waiting until children are out of toilets.	Teacher/Sports Coach/Halo Staff
Swimming lessons	Drowning. Injury from falling onto pool side.	All pupils walk. Maintain high standards of behaviour. All pupils falling short are removed from water and directly supervised by adult. Liaise with pool staff. Keep records or pupil progress. Pool staff to swim-test all newcomers.	Teacher/Sports Coach/Halo Staff
Outdoor lessons	Exposure to extremes of weather	Ensure pupils dressed appropriately for conditions. Ensure all drinking water before, during and after activity, where appropriate.	Teacher/Sports Coach

Lessons	Injury/illness as a result of current medical condition	Maintain up to date medical records. Be aware of medical notes on pupils participating. Ensure established protocol for pupils accessing help/emergency care. All staff to check inhalers are present where necessary.	Teacher/Sports Coach/Admin Staff
Collecting and returning equipment	Injury from lifting heavy objects, falling over equipment, equipment landing on pupils from shelves above head height.	No pupils allowed into PE stores. Adults to collect/return equipment or to stand on the threshold to direct pupils.	Teacher/Sports Coach

**Staff Responsible:** Jill Hurst and Helen Rees

**Date Policy reviewed:** Summer 2017

**Next Review:** Summer 2019