



Shotton Hall Primary School

Working together to

SHINE

Successful, Happy, Inspired and Nurtured towards Excellence



PHYSICAL EDUCATION POLICY

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Amended by: D Scorer

Signed: J Bowmaker HT

T Watson COG

Introduction

At Shotton Hall Primary School we believe that physical education, experienced in a safe and supportive environment, provides the foundation of every child's physical, mental and social well-being. We aim to provide a broad and balanced physical education curriculum in an environment where all children can learn and achieve with self-confidence.

Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, we intend that all pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

We aim to ensure that all children experience a balance of individual, paired and group activities; co-operative and competitive situations, that promote a broad base of movement knowledge, skills and understanding. We encourage a child's ability to work and assess their performance independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

We also seek to provide pupils with opportunities to develop their creative and expressive abilities alongside their development of skills, decision making and problem solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Curricular Aims:

1. To develop skilful use of the body, the ability to remember, repeat and refine actions and perform them with increasing control, coordination and fluency (acquiring and developing).
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).
3. To improve observation skills and the ability to describe and make judgements on their own and others' work, and to use their observations and judgements to improve performance (improving and evaluating).
4. To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health).
5. To develop the ability to work independently, and communicate with and respond positively towards others (working alone and with others)

6. To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being (applying safety principles).

Time allocation

The school aims to provide children with 2 hours of P.E. per week in KS1 & 2. There are also a number of clubs and activities that further extend the time children can participate in high quality physical education.

Curriculum coverage

At Shotton Hall Primary School we aim to develop a broad and balanced Physical Education curriculum where all children can enjoy and achieve, covering six main areas of activity. In KS1 pupils develop the fundamental movement skills which provide a solid foundation to be further built upon when entering KS2.

At Key Stage 1:

Balance, locomotion and object control.

At Key Stage 2:

Games, Dance, Gymnastics, Athletics, Outdoor and Adventurous Activities and Swimming.

Every lesson will contain elements required by the National Curriculum, as well as differentiation to suit the needs of individual children. P.E. is taught by teachers and who will plan these lessons using their knowledge of the children, supplemented with other available resources. KS2 swimming is taught by qualified swimming instructors and supported by staff.

Foundation Stage

We encourage the physical development of our children in the Foundation Stage as an integral part of their work. Physical development is related to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. 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. Children are given time to explore, experiment and refine their social and interpersonal skills as well as gross motor skills and hand-eye co-ordination.

P.E. in Key Stage 1

Children continue to build on their early experiences and move into paired and group activities. They begin to play simple games, explore and link actions, improve co-ordination and respond to stimuli. Children continue to develop their gross motor skills, and build fundamental movement skills. They learn to refine skills in throwing, catching, kicking and working co-operatively. The skills are linear to allow the more complex skills to be developed later in the year after developing the simpler skills.

P.E in Key Stage 2

Children build on their previous experiences through a broader P.E. curriculum. They learn specific skills and refine and improve existing ones. They learn and begin to understand the importance of teamwork, and are taught common skills and principles for playing games with increasing complexity. More competitive experiences are provided, and they develop greater awareness of the importance of their efforts. Children begin to sequence movements with greater complexity, and develop greater control over their actions, including equipment and apparatus. They become confident at evaluating their own performances and those of others, and reflect on how they can refine and improve their skills.

Inclusion and Equal Opportunities: All children at Shotton Hall Primary School are entitled to participate in the P.E. curriculum regardless of ethnicity, gender, religion or special educational need. We believe that all children's efforts should be valued and supported in a safe and secure environment.

Individual needs can be met through differentiation of activities. More able children can be challenged by extending a specific task, while less able can be encouraged to achieve success by breaking the task down into more simple progressive stages. Material can also be selected from earlier or later key stages, and presented in a context which is suitable for the child's needs. Teaching assistants may also be used to help individualise tasks ensuring progress in every lesson.

Recording and Assessment:

Assessment is made through a continuous process of teacher observation, questioning and answering. Verbal feedback during lessons is an essential and integral part of P.E. This may come from teacher, sports coach, teaching assistant or other children in the lesson. Children will often be given improvement points throughout a session in order to improve their immediate performance of a skill, and are encouraged to develop their use of self-evaluation. Achievements and experiences may be recorded through the use of digital cameras and i-pads by both staff and pupils.

Resources:

Our facilities include halls x2 , MUGA, playground and sports field. The majority of P.E. equipment is stored in the P.E. cupboard, including gymnastics apparatus, balls, bats, hoops and ropes. Teachers are responsible for collecting and returning resources appropriately after use. They will also ensure they notify the P.E. Co-ordinator of any damaged or missing resources. Children should be taught to use resources and equipment appropriately and safely.

Dress:

Pupils should be appropriately dressed for P.E. in either school kit (red t-shirt, black shorts/leggings/trousers), or other suitable clothes including t-shirt, shorts or tracksuit bottoms that follow PE kit guidelines. Footwear can include plimsolls, trainers or barefoot (depending on the suitability of the activity). Jewellery such as necklaces, watches and rings must be removed and long hair tied back. If a pupil does not have appropriate clothing in school it will be provided from a bank of spare P.E. kit. Where a pupil regularly doesn't have appropriate clothing a letter will be sent to the parents/guardians of the child.

Health and Safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching and the spaces they are teaching in. All pupils must be taught how to handle resources appropriately. They should be taught to recognise hazards, assess the possible risks and take steps to control those risks to themselves and others, this should include the importance of warming up and down correctly to avoid injury. Any other adults working with the children should be made aware of the individual needs of the children they are working with where appropriate.

Personal Effects:

Personal effects such as jewellery, religious artefacts, watches, hair slides and sensory aids etc must always be removed by pupils before participating in physical activity. Where they cannot be removed (eg. piercing within the last 6 weeks) they must be covered with tape or plasters, where possible provided by parents. Staff are not required to apply tape to pupils' ears. Personal effects must be left in possession of the teacher in a safe place for the period of the lesson and returned after.

Personal Effects when swimming:

As exposure to water can dislodge tape, earrings must be removed either before school or by the child in school.

Long hair: must be tied back to prevent entanglement and obscuring of vision.

Duty of Care:

Staff have a duty of care to ensure that pupils are able to actively participate without unnecessarily endangering themselves or those working round them. It's the staff duty of care to ensure tape is firmly in place when applied by pupils.

If the situation cannot be made safe, the individual pupil concerned will not actively participate. alternative involvement in the lesson may be possible.

External Agencies

The school uses the Sport Premium Funding to gain additional support from qualified sports coaches who offer wider sporting opportunities to our pupils as part of their PE lessons, during lunchtime and afterschool. We ensure all external agencies have coaching certificates in line with NGB guidelines for their sport.

We follow the guidance from DCC Health and Safety Team and the document 'safe practice in physical education and school sport'