



**Richard de Clare
Community Academy**

**Physical Education
Policy**

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Richard De Clare Community Academy

Physical Education Policy

Introduction

This document is a statement of the aims, principles and strategies for the development of Physical Education in Richard De Clare.

Mission Statement

At Richard De Clare, we aim to provide the highest possible standards of education for all of our pupils, within a caring, happy and safe environment, where all individuals who work in and with the school are equally valued. We recognise the important role that physical education plays in the social, physical and cognitive development of children. It provides the foundation of a healthy lifestyle and contributes to the all round development of the child.

Aims

- To develop physical competence and to promote physical development.
- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency. (acquiring and developing).
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).
- To recognise through experience the benefits of participation in physical activities in an enjoyable, safe and challenging way.
- To develop observation skills and show an appreciation of skilful and creative physical performances across the areas of activity.
- To use their observations to make judgements about their own and others' work and to improve their performance (improving and evaluating).
- To understand the effects of exercise on the body and know how to exercise safely (knowledge and understanding of fitness and health).
- To contribute towards the development of problem solving skills, e.g. making up and refining their own games.
- To develop the ability to work independently and to develop inter-personal skills through working with others in group or team exercise (working alone and with others).
- To develop their understanding of safe practice and a responsibility towards their own and others' safety (applying safety principles).
- To develop the personal qualities of commitment, fairness and enthusiasm through making decisions and selecting, refining, judging and adapting movements.
- To develop a positive attitude towards fair play, honest competition and good sporting behaviour.
- To understand and cope with a variety of outcomes, including success and failure.
- To establish self esteem through the development of physical confidence.

Objectives

To ensure that each child receives a balanced programme of Physical Education, as set out in the National Curriculum.

To promote physical activity and healthy lifestyles, pupils should be taught:

- To be physically active.
- To engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance.
- The need for personal hygiene in relation to physical activity.

To develop positive attitudes, pupils should be taught:

- How to cope with success and their personal limitations in performance.
- To develop leadership skills.
- To be mindful of others and the environment.
- To observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

Through our long, medium and short term planning we aim to reflect a balanced programme of Physical Education, as set out in the National Curriculum.

Nursery/ Reception

- At Richard de Clare the children will have the opportunity to develop their Physical Developmental skills through high quality provision (both indoors and out,) as well as sessions where the children are directly taught these skills, through dedicated PE, Handwriting, Music and Art and Craft lessons.
- Games, gymnastics, and dance are taught on a half termly rotation. The children also have the opportunity to take part in yoga sessions to develop co-ordination, control and precision of movement.
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Time Allocation

Nursery: 1 taught PE lesson per week (1 hour)

Reception: 2 taught PE lessons per week (2 hours)

Key Stage 1

- Pupils will be provided with two sessions of physical activity per week which are timetabled in order to achieve a balanced programme with a rotation of games, dance and gymnastics over the course of a term.
- There will be opportunities to work individually, in pairs and in small and large groups.

Time Allocation - Key stage 1:

Indoor PE x 1 hour

Outdoor PE x 1 hour

Total = 2 hours per week

Key stage 2:

- Pupils will be taught the knowledge, skills and understanding of PE through 5 elements. Each year KS2 pupils should be taught Athletic Activities, Games, Gymnastics, Dance and Swimming.
- Pupils will have opportunities throughout Key Stage Two to take part in Outdoor and Adventurous Activities
- The general requirement for Physical Education to be carried out through all the activities emphasises that children should: - Plan, Perform and Evaluate their work.
- The end of key stage statements represent the knowledge, skills and understanding which pupils of different abilities and maturities can be expected to achieve at the end of Key Stage 2.

Time Allocation Key Stage Two

Indoor PE x 1hour per week

Outdoor PE x 1 hour per week

The co-ordinator will be responsible for:

- The implementation, review and update of the policy.
- Providing a long term map showing the progression of the key Physical Development skills from Nursery to year Six.
- Consultation and advice on resources and activities for other teachers.
- Attending P.E. courses and cascading relevant information.
- The organisation of extracurricular activities.
- The ordering, storage and inventory of P.E. resources, apparatus and equipment.
- Monitoring and evaluating how the curriculum is delivered.
- Auditing the needs of staff and arranging CPD.
- Managing the Sport Premium and measuring its impact.

The role of Health Education

P.E. is a valuable aid within P.S.H.E. in teaching children the importance of fitness, diet and hygiene both in the present and for their future. Children should become aware of their capabilities and limitations of their bodies and of the effect strenuous exercise has on major body organs. Warming up exercises along with cooling down activities will demonstrate physical body changes to the children. Throughout both KS1 and KS2 pupils should be aware of the effects of exercise on their own body and at KS2 be able to sustain energetic activity over appropriate periods of time.

Resources

Fixed gymnastic apparatus and other PE equipment are stored in the school hall. The school hall is a multipurpose area, used for indoor PE sessions as well as for other functions. The school has a tarmac playground and grassed playing field suitable for outdoor PE sessions. All P.E. equipment should be counted and collected after each lesson and returned to the P.E. store. Large apparatus should never be left unattended and must be stored safely at the end of the apparatus session. Gymnastic equipment is inspected annually. We aim to provide suitable equipment in order to cater for the age and individual ability of all pupils in each year group and each area of activity, by continuous monitoring of resources available.

Special Educational Needs

Children with Special Educational Needs, affecting performance in P.E. will be taught a similar but differentiated programme planned by the teacher in conjunction with the P.E. co-ordinator and outside agencies if required.

Equal Opportunities

All children must have equal access to similar activities and be encouraged to develop to their maximum potential regardless of race, gender, class or physical capability or disability. All children will be taught a broad, balanced and differentiated curriculum. Children may be taught in mixed ability groups or sometimes in gender groups in order to develop confidence and raise self esteem.

The Role of the teacher

Effective teaching in physical education, regardless of organisational strategy used, requires the teacher to be able to include this range of techniques: explaining, instructing, questioning, observing, assessing, diagnosing and providing feedback. Successful physical activities will be based upon:

- Careful planning and preparation to ensure a broad and well balanced curriculum.
- Safe delivery and implementation of devised learning opportunities.
- Careful observation and monitoring of children's development and progress.
- Regular evaluation and assessment in order to inform forward planning.

Safety

Health and safety awareness is an integral part of children's learning in PE. We recognise the importance of safety. All staff must adhere to guidelines for the safe teaching of PE. Staff should be aware of safety guidelines within this document, guidelines within the Health and Safety Policy and guidelines within the BAALPE (British Association of Advisers and Lecturers in Physical Education) manual "Safe Practice in PE".

- The Health and Safety Officer will be responsible for liaison with contractors who service the hall apparatus and whose advice and instruction must be acted upon immediately.
- The school will have competent first aid readily available.
- The teaching of PE will comply with the relevant safety regulations in the Health and Safety Policy.
- Teachers are responsible for the safety of children in their care. All reasonable care should be taken to ensure their safety.
- All accidents should be recorded and logged.

To ensure safe practice teachers should:

- Have an understanding of the subject/activity being taught.
- Train the children to be quiet, well behaved and respond promptly to instructions.
- Wear suitable footwear themselves and advise any adult helper to do so.
- Plan to use the apparatus most suited to the individual theme as well as the age and experience of the children. Hall apparatus should be set out with due regard to space limitations and safety.
- Check all equipment before the children use it. Site it sensibly and see that no obstructions are in the way of the use of the apparatus.
- Check the condition of the floor. Any visible dangerous objects should be removed from a play area.
- See any apparatus used inside or outside is counted and put away to prevent accidents happening to unsupervised children and to minimise loss of equipment.
- Children who require medication should have access to it, during P.E. lessons.
- Ensure all children will wear appropriate dress for PE activities.

- Ensure no jewellery is worn during PE lessons. Earrings must be removed.
- Know that mats do not ensure safety and will not prevent all injuries in Gymnastic work, so make sure they are used only where teachers wish children to jump onto them.
- Teach warm up and warm down activities.
- Give appropriate consideration to weather conditions and the nature of the activity.
- Instruct children in the safe use and movement of apparatus.
- Ensure children always take some form of footwear with them to the hall.
- In the case of an injury stay with the injured child and send a reliable child for assistance.
- Report any damaged equipment to the P.E. Co-ordinator.

- Teach the pupils the safe practice and understanding of: -
 - a) Concern with their own and others' safety at all times.
 - b) The importance of warming up for exercise to prevent injury and to be aware of changes to their body that occur during exercise and to recognise the short- and long-term effects of exercise on the body.
 - c) How to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition.
 - d) Lifting, carrying and using equipment safely.
 - e) The principles of good hygiene.
 - f) Why particular clothing, footwear and protection are worn for different activities and the safety risks of wearing inappropriate clothing, footwear and jewellery.

P.E. Dress Code

- Earrings and Jewellery must not be worn for PE. Teachers are not allowed to remove or tape the earrings for children. Children who cannot remove their earrings themselves – mainly due to the 6 week period after the initial piercing – must not take part in PE lessons or school sport. Parents are responsible in ensuring children do not wear jewellery to school. They will be advised at the start of each term when each class will be having PE lessons.
- Staff should wear appropriate dress and footwear for P.E. lessons.
- All children participating in P.E. should wear appropriate dress.
- All children should have appropriate footwear for the lesson.
- Long hair should be tied back – soft ties, no slides.

Indoor P.E.

- Plain black shorts and white/ maroon polo shirt.
- No leg coverings (long) to be worn on large apparatus.
- Plimsolls.

Outdoor P.E.

- A harder sole trainer may be worn on the playground or grass. (For running and games on the hard tarmac a more substantial trainer is recommended).
- School tracksuits may be worn for particular lessons.
- Girls may wear shorts or PE skirts for outdoor games.
- No spikes are allowed for Primary School athletics or cross country.
- Swimming trunks (not shorts) & Girls a one piece costume.

Non Participation in P.E. Activities

- Missing a P.E. lesson should never be used as a form of punishing a child for inappropriate behaviour in other lessons.
- Children must be encouraged to bring the appropriate kit on the correct days. (Efforts should be made to communicate with parents of children who persistently “forget kit”). Usually kit will stay in school and be washed each half term.
- Children who do not participate in P.E. lessons because of injury or illness must bring a note to explain reasons or parents should communicate reasoning with class teachers.
- Children should still be encouraged to play some part in a lesson even when a note has been received. (They could keep scores or umpire small sided games).
- A parent who wishes their child to be excluded from any aspect of P.E. must inform the school in writing.

School Sports Day

The P.E. Co-ordinator will be responsible for co-ordinating the Richard de Clare Sport’s Week which will be held in the Summer Term. Each year group will plan their own event and families will be invited to attend. There will be a carousel of activities as well as competitive events.

Extra-Curricular Activities

During their time in Richard De Clare, the children will have a wide range of opportunities to participate in a range of after school activities, including competitive sports competitions. These will include football, netball, cross Country running, swimming, athletics, cricket and hockey.

Sports Taster Sessions

During the year, all children in each class (including nursery) will experience a variety of different sports and this will be led by specialists in their field.

Sport’s Premium Funding

The funding will be used to provide a dedicated Sport’s Coach who will work alongside the teacher to help develop their skills as well as providing a range of clubs and activities throughout the day (including lunchtime) and after school. We will also use the funding to provide a swimming coach for the children and to enable them to take part in the local Sport’s Partnership group – allowing us access to training and competitive games and competitions in the area.

The funding will also be used to pay for playtime resources at lunchtime, encouraging the children to be active and engaged during this important part of the day. It will also fund the Sport’s Taster Sessions.

The impact of this spending will be evaluated by the P.E Co-Ordinator.

Monitoring & Evaluation

The PE co-ordinator will monitor the delivery of PE within the school informally and through lesson observations. These will take place within the school’s identified programme of monitoring and evaluation. This will provide individual feedback to teachers, a general overview of good practice and areas for development and identify areas for CPD.

Assessment

- The assessment of Physical Education is an integral part of teaching. It allows teachers to identify what has been learnt and to monitor pupil's progress. Assessment will be used to diagnose and identify ways of overcoming particular learning difficulties and achievements.
- Assessment should be an ongoing task to aid planning and highlight areas of concern.
- Swimming – Continuous testing and coaching from qualified instructors.
National Curriculum Swimming Certificate award scheme.
- Athletics – Continuous by observation, placement in competition or improvement of personal best. 10 Step Award
- Dance – Continuous by observation. Plan, perform and improve; Co-operation, Rhythm Sequence.
- Gymnastics – Continuous by observation. Plan, perform and improve; Co-operation, Rhythm Sequence. Safe handling and movement of equipment.
- Games – Continuous by observation.
- Continuous assessment throughout the K.S. will help to identify pupils' strengths, weaknesses and needs and to facilitate in the planning of future work.
- In assessing the pupils' attainment, the characteristics of accuracy, efficiency, adaptability, ability to do more than one thing at a time, good line or design, sustaining participation and imaginative performance should all be taken into account.
- Teachers are encouraged to use the end of K.S. statements as a reference point in looking at how they assess in physical education.
- Teachers will need to consider methods of collecting evidence of pupils' attainment, direct observation being the most obvious way of gathering evidence of performance.
- Assessment of pupils' attainment (at the end of a key stage) should not be an isolated assessment at the end of a key state but drawn from teacher assessment made during this Key Stage.
- Record keeping should be kept to a minimum but should enable the teacher to point to evidence of a pupils' attainment.

Link to other Policies

- PSHE
- Science