



PE Policy

The Crescent Primary School

Approved by: Teaching and Learning committee

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Responsibility: Dan Tavender

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Introduction

This policy outlines the teaching, organisation and management of the Physical Education taught and learnt at The Crescent Primary School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

Aim

The Crescent Primary School believes that P.E., in a safe and supportive environment, is vital to a child's physical and emotional development (Article 27). The P.E. programme aims to ensure that all children are provided with opportunities to develop control and self-confidence, through an ability to manage themselves in a variety of situations. It also aims to encourage the children to realise the importance of an active and healthy lifestyle.

Equal Opportunity

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability (Article 23).

Teaching PE

Teaching Time

Our PE curriculum is a game based approach where children will use a combination of taught and self-exploration to overcome sporting challenges. The Crescent Primary School's aim that all children will spend an average of two hours each week on P.E.

Swimming takes place during the Spring Term for Year 5 children.

Exploratory/Skills

Development Activities will be differentiated by task or outcome, as appropriate to the child and lesson. Children will have the opportunity to work individually, in pairs and in groups.

Across Key stage 1 and Key Stage 2 the following areas will be covered.

- Invasion games
- Net and wall games
- Striking and Field games
- Target games
- OAA
- Dance
- Gymnastics

To ensure children make progress in P.E. as they move through Key Stages 1 and 2, the skills required have been placed under 3 headings. Each half term the lessons are designed to develop once aspect of each of these areas.

- Rules, strategies and tactics (Head)
- Healthy participation (Heart)
- Motor competence (Hands)

Safe Practice

a) *Jewellery* - In line with school policy, children should only be wearing watches and stud earrings to school plus items of jewellery worn for religious or medical reasons. Wristwatches must be removed before P.E. lessons, and earrings should be removed where possible. There may be some occasions where a personal adornment cannot reasonably be removed. In such circumstances, consideration should be given to making the wearing of the item 'safe' for the activities concerned, both for the wearer and other participants.

b) *Clothing and Footwear* - For hall-based activities children are expected to wear shorts/legging/trousers with their coloured house top. Dance and Gymnastics should be undertaken in bare feet, unless children have a foot complaint when plimsolls may be worn. Warmer clothes are necessary for outdoor activities, which will continue during cold weather. Outdoor games should be undertaken in suitable trainers and must be laced correctly. For all activities, long hair should be tied back. Swimming goggles, swim hat, swimwear and towel must be given to pupils in readiness to participate in swimming lessons

c) *Movement of Apparatus* - Throughout their development in P.E. children will be taught how to assemble, lift, rearrange, dismantle and store apparatus safely. Development of these skills is given in the following table, but it should be realised that this is intended as a rough guide and may not be appropriate for all children.

Equipment

We aim for children to be responsible for the equipment used in their own lessons; it is realised that for the children to set out and put apparatus away every lesson efficiently. Children will be taught about the appropriate use and placement of apparatus to ensure safety. When lifting and carrying apparatus children should face the way they are going in order to minimise the risk of collision. Children will be taught where to place their hands and to lift together on the leader's signal, by bending and straightening the legs and keeping their backs straight.

Placement of Mats - Children will be taught about the correct placement and use of mats. The school's policy on the placing of mats follows the guidelines given in 'Safe Practice in Physical Education'. This states that mats should not be placed around profusely and indiscriminately but should be used where it is expected they will be needed for deliberate landings. However, it is anticipated that younger children may require mats at an early stage of traversing apparatus at a height, where they are likely to need to drop down.

Non-Participation - If children are unable to participate in P.E. due to injury or illness, this should be supported by communication from parents. Non-participants should be as involved in the lesson as possible, as officials, observers, recorders, or critics, so enabling them to learn and understand the work and be better prepared to rejoin in due course.

Staff Attire - When taking P.E. lessons staff should be appropriately dressed and wearing suitable footwear to enable them to move freely and easily, as well as to set a good example to the children.

Risk Assessments - Risk assessments will be completed where appropriate on P.E. activities. Teachers will need to ensure that risk assessments are completed on each activity when visiting coaches come into school. The visiting coaches will also need to hold a current DVS Check.

Hampshire Guidelines - All teachers need to be aware of the Hampshire safety guidelines for P.E. which is kept in a file on the school system.

Out-of-Class Activities

P.E. lessons will provide the children with opportunities to practice and consolidate their skills and knowledge and to develop and extend their techniques and abilities. These may be extended further through out-of-class activities such as residential trips and after-school clubs (Article 15, 31).

Residential visits such as those to Windmill Hill and Minstead offer children opportunities in Outdoor and Adventurous Activities including canoeing, orienteering, abseiling, rock-climbing and swimming.

Clubs will be available to all pupils to participate in and these activities will change on a termly basis with priority given to pupil premium children. We endeavour to allow every child into 1 club per term.

P.E. benefits from links to many subjects within the primary curriculum and, where possible, opportunities will be sought to draw experiences out of a wide range of activities, for example Orienteering can be linked with Geography, and Literacy and Music provide many stimuli for Dance and Movement. Children will have opportunities to develop their language skills, and collaborative work will extend their PSHE and Citizenship skills. When it is appropriate, use will be made of both indoor and outdoor environments.

School and class organisation

More Able

More able pupils are taught with their own class and stretched through differentiated group work, questioning and extra challenges. Further developmental opportunities are available through local competitions.

How We Cater For Pupils With Particular Needs

The P.E. lesson is appropriate for almost all pupils. Teachers will involve all pupils through differentiation and provide necessary support through the use of resources and adult help.

Pupils With Special Educational Needs And Individual Education Plans

Teachers will aim to include all pupils fully in their P.E. lessons. All children benefit from participating, listening and watching other children demonstrating their skills. However, a pupil whose difficulties are severe or complex may need to be supported with an individualised programme during the main part of the lesson.

How we Work in Foundation Stage

Planning will be developed from the Curriculum Guidance for the Foundation Stage Physical Development strand.

Resources

P.E. equipment can be found in both the outdoor and indoor P.E. stores. Teacher's resource books, tapes, videos and CDs are held by the P.E. co-ordinator in a central store with access. Teachers also have access to planning tools such as Succeedin and Oak Academy.

Information and Communication Technology

ICT will be used in various ways to support teaching and motivate children's learning. ICT will involve the use of an overhead projector, audio-visual equipment and camera. They will, however, only be used in P.E. lessons when it is the most efficient and effective way of meeting the lesson objectives.

Community Links

We are a member South Winchester and Eastleigh school games and regular attend events organised by our sports games organisers.

We are also a member of the Crestwood family and as such occasionally get invited to inter school competitions with other schools.

We also work closely with Barton Peveril whose students come and support our class teacher with the teaching of PE during the Spring term as well as come in and hold intra-sports competitions during PE lessons.

Assessment

Assessment is used to inform planning although records should be selective and brief. Individual children's progress will be monitored against the key objectives for each unit and this information may be used to provide feedback to parents or the child's next teacher.

Management of physical education

Role of the Leader

- To be enthusiastic about P.E. and demonstrate good practice at all times.
- To keep under review the written policy document for P.E. and Scheme of Work, including regular monitoring and evaluation of the content and method.
- Encourage and support staff in the implementation of the agreed procedures, and closely monitor the progression of activities and consistency of approach across both year groups and Key Stages through class observation.
- Purchase and organise all P.E. resources, ensuring they are readily available and well maintained.
- Monitor short-term planning for each year group.
- Collect photographic evidence of P.E. around the school.
- Support and guide staff, encourage the sharing of ideas and, in collaboration with the Headteacher, organise in-service training as appropriate.
- Liaise closely with staff running extra-curricular sporting activities and support as appropriate.
- Initiate sporting events involving children, parents, staff, and encourage parental support for activities wherever possible.
- Liaise with local schools over sporting events.
- Be aware of national and local developments in P.E. through reading relevant materials and attending courses.
- Submit an annual written report each Summer Term, which informs the Governing Body of progress in P.E. towards targets in the Development Plan, also of issues arising as a result of Co-ordinator monitoring visits.
- Work to achieve equality of opportunity throughout the school.

Role of the Headteacher

- Lead, manage and monitor the implementation of P.E., including monitoring teaching plans and the quality of teaching within the school.
- With the P.E. governor, keep the Governing Body informed about the progress of P.E. within the school and that the PE grant is well spent
- Ensure that P.E. remains a high profile in the school's Development Plan.
- Deploy support staff to maximise support for P.E. if required.

SMSC in Physical Education

Spiritual education involves students developing a variety of skills, e.g. performing a sequence in gymnastics, which allows the students to express their feelings and emotions as well as be amazed by what their bodies can achieve. This happens within The Long Eaton School PE department through a well-balanced PE curriculum where students are able to explore many activities and also take on many different roles within sport such as leader or coach. The students are able to feel the emotions and feelings that go with each role and activity.

Moral education in PE concerns students having the opportunity to understand how PE can influence their healthy living and lifestyle. PE highlights the advantages of health and lifestyle through team sports and health related fitness. Students are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is. Within the PE department at The Crescent Primary School children are challenged to increase their personal level of fitness and to understand the benefits of this. They are also taught about the importance of being healthy and activity and how this plays a role in society as a whole. Each lesson students are shown the rules of all the activities they do and taught to abide by these rules.

Social education involves students having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Students are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and team work. The Crescent Primary School provides a varied and balanced curriculum. This gives students the opportunity to work together as a team and work on communication and leadership skills. Many students take on officiating roles during PE sessions.

Cultural education in PE means students are given the opportunity to learn games and dances from different traditions, including their own as well being able to appreciate the differences between male and female roles within sport.

British Values in PE

Democracy

We ask pupils views through questionnaires and train Sports Leaders to make decisions within PE.

Rule of Law

The children will learn the rules for the game/sport they are taking part in, reinforcing these rules when they are officiating. They will develop an understanding and viewpoint for why these rules are important and need to be followed. By officiating the games, the children will develop an understanding of how some decisions can be difficult to make and they can only use what they have observed to inform their decision making. The children taking part in sports will learn to follow the rules of a game and decision made by officials, whether they agree or not.

Individual Liberty

The children at The Crescent Primary School have the freedom to make choices as to whether or not they wish to participate in one of our extra-curricular clubs.

Mutual Respect

The children are always encouraged to show good sportsmanship during team games. They will work in mixed ability groupings and value the contributions that all players bring to their team, regardless of ability.

Tolerance of those of Different Faiths and Beliefs

The children will learn about different sporting heroes who come from different cultures and have different beliefs and faiths.