



Stokes Wood Primary School Physical Education Policy (reviewed October 2022)

Introduction

Definition of Physical Education

At Stokes Wood Primary School, we aim to deliver physical education that is appropriate to pupils' age and ability, fulfilling and exceeding the requirements laid down in the physical education programmes of study: key stages 1 and 2 of the National Curriculum in England. We address the needs of all pupils, provide equal opportunities, regardless of race or gender, and take into account special educational needs. Stokes Wood Primary School provides pupils with a broad and balanced curriculum to develop sporting knowledge, understanding and skills across the key stages. We address the need for continuity and progression, paying attention to differentiation, assessment, key questions, and opportunities for the use of ICT. Physical education is vital to the wellbeing of children thus ensuring space is allocated in the timetable to teach physical education as a distinct subject, as well as making links to other areas of the curriculum. Our early-years physical education teaching, focused on a range of basic movements and skills which is guided by the Statutory Framework for the Early Years Foundation Stage, through which children are given the opportunity to develop their understanding of movement and control their bodies.

Rationale

We agree with the 'purpose of study' outlined in the National Curriculum: 'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive 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.' At the Early Years Foundation Stage our physical education teaching is motivated by the Early Learning Goals related to Physical Development:

- 'Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.'
- 'Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.'

We follow the National Curriculum for Physical Education to ensure that all pupils:

- develop competence to excel in a broad range of physical activities;
- are physically active for sustained periods of time;
- engage in competitive sports and activities;
- lead healthy, active lives.

We follow the Early Years Foundation Profile to ensure that all pupils:

- develop good control and co-ordination in large and small movements

Equal Opportunities

We foster equal opportunities for all our pupils as outlined in the 'Stokes Wood Single Equality Policy' and we aim to fulfil our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations.

Stokes Wood Primary School personalises the learning journey of each child, supporting them to develop as confident, independent learners who will achieve challenging aspirations and contribute widely to the society of the future. We celebrate each child as a valued and unique individual and educate them within a caring, safe and inspiring environment, where they learn to respect themselves and others, and see themselves as a significant part of an effective team. The partnership, voice and contributions of the wider Stokes Wood community is essential in securing children who will become well-rounded, responsible, resilient, fulfilled and happy individuals. We believe our children should be helped to fulfil their potential and not be unfairly discriminated against because of gender, social or ethnic background, physical or intellectual ability, or disability.

Facilities for Physical Activity

- a. Onsite
- b. Gym with fixed gymnastic equipment.
- c. Second hall
- d. Large school field
- e. Large playground with netball court.
- f. Playground activities marked on playground, including football/basketball markings.
- g. Astro turf surface for football, hockey etc
- h. New Parks Leisure Centre swimming pool.
- i. Saffron Lane Sports Centre – athletics facilities
- j. Numerous others at various times of the year

Objectives

Aim 1

To fulfil the requirements of the Curriculum for Physical Education, including the assessment and monitoring of pupils' progress.

Objectives

- a. By planning a range of purposeful activities appropriate to the pupils' stage of development, both in curriculum and outside curriculum time.
- b. By teaching relevant skills, knowledge and concepts.

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- c. By using recognised coaches from organisations such as LCFC (football), Leicester Riders (basketball), local Rugby clubs (tag rugby), Leicester Tigers Rugby Club, Leicestershire Cricket Club, local sports colleges and secondary schools, De Montfort University students for tennis, dance and gym to coach children in curriculum and extra curriculum time and provide professional development for staff.
- d. By teaching pupils to evaluate their own and others' performance.
- e. By assessing the pupils' progress on a regular basis in a manageable and meaningful way using the Stokes Wood PE assessment framework

Aim 2

We aim to increase the level of activity throughout the whole school by providing an environment, which supports and encourages participation for both staff and pupils alike.

Objectives

- a. By appointing a Physical Education Teacher who can support other members of staff in organisation of activities and who can provide and ensure a broad and balanced curriculum is provided for all.
- b. By providing facilities and equipment for pupils' use at lunchtimes and break times in order to encourage pupils to be active at these times.
- c. Running the Daily Mile for Y3-6 each day, or equivalent activity to help ensure the children are physically active for at least 30 minutes during the school day.
- d. By using sports leaders from Y5-6 to facilitate activities on the KS1 play ground during lunchtimes. These sport leaders will be trained and monitored by our LCFC coach

Aim 3

We aim to promote the physical activity as a means of achieving a healthy lifestyle for the present and for the future.

Objectives

- a. By making pupils aware of the changes that occur in their bodies during and immediately after exercise.
- b. By encouraging pupils to take part in the range of physical activity opportunities both within and outside curriculum time. These activities should consider the needs and interests of all pupils; should promote positive attitudes towards participation in physical activity; should enable pupils to develop a full range of basic skills in movement; should increase pupils' knowledge and understanding of the importance of physical activity.
- c. By liaising with relevant professionals and organising bodies to help develop physical activities for pupils beyond school, in the community; and for talented pupils, in appropriate clubs and coaching schemes.

Aim 4

We aim to develop positive attitudes to the contribution of physical activities to personal and social education.

Objectives

- a. By fostering the ideals of fair play and competition both individually and in co-operation with others.
- b. By providing a range of opportunities that enable pupils to gain in self-confidence both individually and collectively.
- c. By ensuring that all pupils experience a measure of personal success.
- d. By recognising and accepting limitations of themselves and others in various activities.
- e. By organising Sports Days in both Key Stages 1 and 2 where all children compete in activities at their own level, as a member of a team in a social, friendly but competitive way.
- f. By celebrating success in assemblies with Daily Mile leader boards and Sports Person of the Week awards in KS1 and KS2 respectively.

Aim 5

We aim to develop cross-curricular themes when it is appropriate.

Objectives

- a. By being aware of the physical possibilities when planning, which can be incorporated into the current theme, topic or area of study e.g. Greek dancing and Greek Olympics when studying the Greeks; use of compass skills/orienteering in Geography; investigating athletic performance/pulse rates etc. in Science, etc.

Aim 6

We aim to ensure safe practice.

Objectives

- a. By teaching the pupils to respond readily to instructions.
- b. By teaching the pupils to recognise and follow relevant rules and safety procedures for differing activities.
- c. By teaching the pupils how to lift, carry and place equipment.

- d. By teaching the pupils about the risks of wearing inappropriate clothing, footwear and jewellery.
- e. By teaching the pupils to warm up and recover from exercise.

School Policies on Specific Issues

I. School statement on entitlement and equal opportunities.

The mission statement stresses individual identity and personal worth and acknowledges that we live in a multi-faith, multi-cultural and multi-ethnic society.

It is the policy of the Governors and of Stokes Wood Primary School that no form of racial prejudice or sexual inequality, however expressed, will be tolerated or condoned by inaction. See Race Equality Policy.

II. Differentiation – Physical activity is provided using a developmental approach and a variety of teaching and learning techniques and organisational management.

- Tasks within activities are matched to ability, needs and interest to ensure success and progress for all.
- Pupils are given a variation of tasks, resources and support. They are allowed a variation of response and group structure according to ability.

III. Inclusion of those with specific disabilities/health conditions.

All children are encouraged to take part in all activities. Where necessary activities may be modified by altering rules, playing area or equipment. Where necessary children may be grouped as to ability. Where necessary activities may be adapted to enable participation. Where necessary an alternative activity may be offered.

Children requiring medication before, during and after activity should have the medication at the location of the activity in a central place known to pupil and staff e.g. box of inhalers etc. taken to swimming pool or field.

IV. Assessment/recording/reporting

Improvement of pupils' progress is monitored by:

- Teacher observation of pupil performance in lessons, considering effort and achievement. Achievements are recorded on individual sheets for each pupil and move up the school with the pupil.
- Children to be assessed against a range of I can age related expectations
- Pupil responses to specific tasks/questions.
- Pupil involvement in extra curricular activities and other physical activity opportunities.
- Teacher reports on pupils' progress in annual report.

V. Safety

All equipment and facilities are regularly checked by GM Services annually.

1. All staff should be familiar with the guidance for physical activities as contained in the BALPE book "Safe Practice in Physical Education".
2. This is the key area in PE and to ensure safe practice the pupils will respond to instructions readily. They will recognise and follow the relevant rules, laws, codes, etiquette and safety procedures for different activities or events at all times. Appropriate clothing and footwear must be worn during PE. All equipment will need to be lifted, carried, placed and used safely with the teacher checking large apparatus before the lesson commences. Attention needs to be given when moving the mats for apparatus work – at least 2 children should be used to carry any item of apparatus. Apparatus should be put out and put back under the supervision of the teacher or teaching assistant.
3. It is the responsibility of the individual teacher to check the equipment being used and to ensure that the environment is safe for the pupils concerned e.g. a sweep should be made of the field before the commencement of football.
4. Teachers should be aware of pupils with particular medical or special physical needs and ensure that the appropriate level of care is given. It may be necessary to seek advice from outside agencies such as physiotherapists. Ensure inhalers, epipens etc. are taken to field, swimming pool etc. and held in a known place to both teacher and pupils.
5. Teachers should wear appropriate clothing and footwear for P.E. and swimming.
6. Pupils should wear shorts and T-shirts (provided by school), black and blue as specified in the prospectus. Pupils should wear swim wear that is appropriate and should not be loose fitting. Bikinis and beach shorts are not appropriate.
7. Footwear: Plimsolls, for indoor activities such as dance, gymnastics; trainers are to be used on the field and as preferred footwear for outdoor games on the playground.
8. During P.E. lessons pupils should not wear jewellery or watches. If for cultural or other reasons jewellery cannot be removed, it should be taped over.
9. Pupils should be taught how to properly lift and move apparatus.
10. Pupils should be encouraged to develop a knowledge of safe practice, including the need for rules e.g. stopping immediately on request; not using apparatus before being told; working quietly.
11. All P.E. lessons should start with a warm up session and finish with a cool down activity.

12. Mats should be used to indicate a specific area for dismount or for use in floor work. They must not be placed indiscriminately under or around apparatus to wrongly indicate a safety area.
13. Student teachers or other non-teaching members of staff, other than those with HLTA or Level 4 status or Unqualified Teacher Status should not be left in sole charge of whole class P.E. lessons; that is a class of 25 or more pupils. Other Teaching Assistants with relevant training and experience may take groups/classes for PE under the instruction of the teacher/head teacher. Student teachers must be supervised.
14. Qualified coaches in their sport, employed by the school, may lead physical activity sessions and must be DSB checked.

There is a school record of all children with medical conditions and medicines in school. (Policy on asthma and inhalers – See III)

There is a qualified first aider in the school and appointed persons, all known to members of staff. See Induction Policy.

Warm ups, cool downs and safe ways of conducting physical activities are taught and used in all activity sessions.

Staffing Levels and Responsibilities

- P. E. Co-ordinator – EYFS, KS1 and KS2 responsibilities
- First Aiders
- Teachers, governors and teaching assistants assisting with netball, football, TAG rugby, Cross Country and other multi sport clubs
- FA and other sports Governing Body qualified coaches – curricular and extra-curricular
- Staff leading extra-curricular clubs
- Gymnastics curricular and extra curricular coaches
- Sessions led by PE staff and other professional coaches at New College.
- Students in dance leading classes under supervision

Curricular Physical Education Programme

Schemes of work support staff in the provision of a broad and balanced curriculum, breaking down the activities into sessions of skills to ensure progression over the year groups and Key Stages. The scheme of work has been developed by PE teachers in 4 local schools.

Methodology

Lesson plans and teaching take into account the following:

- Learning objectives as already outlined.
- Steps to Success to ensure all children achieve the objective
- Teaching styles that will encourage a positive attitude to and participation in physical activity.
- Differentiation as already outlined.
- Positive reinforcement of effort and improvement using praise, positive feedback, certificates, stickers etc.
- Appropriate grouping as already outlined.

Organisation

All physical activities are taught in mixed gender groups.

PE and Swimming – After School Activities

Staff are reminded that:

1. If a parent has put a restriction on a child's activity on medical grounds, it is the **PARENT/CARER ALONE WHO CAN REMOVE IT.**
2. If a child taking part in an unaccustomed physical activity is known to be disabled, or have an ongoing medical complaint i.e. juvenile arthritis, asthma, epilepsy, cystic fibrosis, rigorous supervision should be maintained.

Where these two points are not followed, a serious situation could develop. It may result in claims for damages should an accident occur.

A note of consent must be received from the parent/guardian before a child may take part in swimming and after school activities.

See risk assessments for swimming. All staff accompanying the swimming activity **MUST** be familiar with all risk assessments as well as the NOP and EAP of the swimming pool and must sign to confirm this. The swimming co-ordinator should be familiar with all swimming and pool documents and should continually risk assess environment and conditions during the activity. All members of staff attending swimming must have at least completed the Dry Swim Test annually. If the member of staff is spotting, supporting in the pool or teaching they need to have completed the Wet Swim Test as well.

These should be recorded on the sessional register.

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The swimming manager (head teacher) will monitor the swimming activity once every half term. A governor will monitor once a year. Records of these monitoring sessions should be shared and acted upon.

Aims and objectives for swimming: to be able to swim 25 metres; to be confident in water; to understand and respect the dangers of playing/swimming in water; to be active and learn the skill for future activity and ability to save oneself if one falls into water. To enjoy activity in water.

Swimming Supervision (Refer To Admin. Memo 23)

Teachers are instructed that they do not allow children into the pool unless the pool lifeguard is in attendance or if the individual teacher(s) possess the relevant qualifications.

As visitors to the swimming pool, all establishment requirements regarding necessary qualifications must be followed.

Cancellation of Activities

Parents/carers must be notified in advance, by the staff concerned, if after school activities have to be cancelled. Where this has not been possible, children must be kept in school until the time they would normally leave at the end of the activity.

Extra-Curricular Programme

Football, Netball, Basketball Cross Country, Swimming, Tennis, Athletics, Cricket, Tag Rugby, Squash, Tri Golf, NFL Flag Football, Dodgeball, Badminton, Street Dance, Hockey and Gymnastics clubs take place and competitions are entered throughout the year and are open to all children.

All activities are open to both boys and girls.

Training and Resources

The P. E. teacher/subject lead is responsible for CPD and the budget related to physical activity. CPD includes school based sessions led by the P.E. Co-ordinator, the LA and national organisations e.g. Football Association, etc.

The school is very well resourced enabling both individual and group work in all areas of activity.

Dissemination of Policy

Any changes or new initiatives are disseminated to staff through staff meetings. The Policy is available on the Teacher Drive and on the school website.

Monitoring and Evaluating the Policy

The success of the policy will be monitored by considering the following:

- Teacher/staff review and feedback.

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- Governor/parent/pupil feedback.
- Number of pupils who are enthusiastic participants and achieving their potential in the various activities.
- Number of pupils attending extra-curricular activities.
- Number of pupils following up activities at community clubs and coaching schemes.
- Number of matches, special sporting events available to pupils.
- Number of in-service opportunities available to staff.
- Achievement of The School Games Mark Platinum award bi-annually .

The policy will be reviewed every 3 years.