



Physical Education Policy

Philosophy

Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

Aims

In order to promote active and healthy lifestyles all children should:

- be physically active
- adopt the best possible posture and appropriate use of the body
- engage in activities that develop cardio vascular health, flexibility, muscular strength and endurance
- understand the need for personal hygiene in relation to vigorous physical activity

In order to develop positive attitudes all children should:

- follow the conventions of fair play, honest competition and respect
- cope with success and limitations in their performance
- persevere with and consolidate their performances
- be mindful of others in their environment
- be physically active for sustained periods of time

Role of Curriculum Subject Leader

- To monitor and evaluate the PE curriculum throughout the school.
- To encourage other members of staff in their teaching of PE and to give support where appropriate. Demonstrating and sharing good practice.
- To encourage staff to work within the guidelines laid down in the PE policy, monitoring the quality of teaching.
- To keep up to date with current good practice and with national changes within the PE curriculum and share this with the whole school.
- To evaluate and update the Policy and Scheme and resources on a regular basis.

- To assist the Headteacher and Governors in the development of the School Improvement Plan, ensuring the PE action plan is up to date.
- To manage a budget to purchase in line with the school's needs.
- To support members of staff in the use of effective planning, assessment and recording systems.
- To maintain a high standard of PE teaching in his/her own classroom and ensure that PE keeps a high profile within the school, through sports activities, external support, leading staff meetings.
- Ensure school partnerships are in place to ensure PE maintains a high profile through external competitions and events.

Entitlement

Children are entitled to high-quality PE lessons. See below for time entitlements. Individual class timetables make reference to the lesson times for PE lessons. These are reviewed annually.

Year Group	PE entitlement	
	Outdoor	Indoor
Nursery	Unlimited opportunity for outdoor play experiences.	40 mins
Reception	Unlimited opportunity for outdoor play experiences.	1 hour
Year 1	1 hour	1 hour
Year 2	1 hour	1 hour
Year 3	1 hour	1 hour
Year 4	1 hour	1 hour
Year 5	1 hour	1 hour
Year 6	1 hour	1 hour

Curriculum

The areas of physical activity (games, gymnastics, dance, athletics, swimming and outdoor activities) are set out in the Foundation Stage Curriculum and National Curriculum 2014. The PE curriculum at William Stockton is based on these requirements and is detailed on the Physical Development overview.

Each year group will learn PE in accordance with the long term planning. This will ensure continuity and progression through school in order to continue to improve standards in PE.

Areas of activity

Early Years

Pupils should be taught:

Games

- Spatial awareness
- Basic motor skills
- Co-ordination and control
- Aiming, predicting and estimating

Dance

- Using their imagination in art, design, music, dance, imaginative role-play and stories

Gymnastics

- Travel around, under, over and through balancing and climbing apparatus

Games:

At KS1 pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching.
- Develop balance, agility and co-ordination beginning 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.

At KS2 pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games (e.g. basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles for attacking and defending.
- Develop flexibility, strength, technique, control and balance (e.g. through gymnastics and athletics)
- Perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

We also provide at KS2, swimming instruction teaching pupils to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)
- perform self rescue in different water based situations

At William Stockton PE will be taught through;

- Exposition (demonstration, explanation and instruction) by the teacher and qualified coaches to the class, groups or individuals
- Practical activity and related discussion
- Co-operative group work
- Consolidation and practice of fundamental skills

- Opportunity to discuss and reflect on their work through a plenary
- Use of professional/qualified coaching to enhance current provision within school
- Links made to Every Child Matters and Healthy Schools
- Extended high-quality provision through after school activities making use of professional / qualified coaches
- Use of community facilities – local swimming baths, sports facilities at local high schools.

Planning, Assessment, Recording and Reporting

Planning

Planning for PE is initially shown in long term plans. Lesson plans (annotated from the schemes of work) show more detailed learning objectives and differentiated activities.

High-quality lessons should include:

- A statement of the learning objective
- A whole class risk assessment
- Teaching the children to warm up safely
- The teaching of skills and techniques
- The application and adaptation of learnt skills in games activities
- Modelling of correct technique
- Use of correct and specific technical vocabulary
- Performance and evaluation of each other's work
- Work which reflects the learning objective
- Teaching the children to cool down safely
- Teaching the children the impact PE has on their bodies

Assessment

Summative and formative assessment in PE is carried out by class teachers:

- Informally during the course of teaching through observation
- At the end of each unit of work teachers to complete pupil assessments in order to update the children's attainment and progress in that area of PE.
- These are used to assist in reporting to the parents and passed on to the following class teacher
- To inform future planning

Inclusion

In accordance with the school's Inclusion Policy, PE activities are differentiated to meet the needs of each pupil.

More Able and Talented pupils and children with **Special Educational Needs and Disability** will be identified through a range of activities. Their needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum.

Equality

Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the school's Equality Policy.

Resources

All teachers have access to centrally stored PE resources. Resources are kept in two locations; indoor and outdoor stores. All PE resources are checked regularly to ensure that they meet health and safety requirements, and in addition to this, all resources are audited annually.

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety.

Reference should be made to the school's Risk Assessments and the **AFPEs (Association for Physical Education) 'Safe Practice in Physical Education and Sport' (2014)** document which outlines specific PE guidance. All staff have a copy of the **Health and Safety Policy** in school documentation file.

(The **AFPEs** safe practice documentation should be consulted for further guidance)

- Staff should carry out risk assessments with the children at the start of all PE lessons.
 - All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher
 - Children should be given health and safety guidance through the lesson
 - All jewellery should be removed and stored safely before each lesson
 - If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently
 - All long hair should be tied back
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- Suitable clothing should be worn for each lesson (see school prospectus for correct clothing) Children should not engage in physical activity without correct kit
 - For indoor PE children should walk to the hall with suitable footwear on (pumps/trainers or school shoes)
 - All children taking part in indoor PE should be bare foot or suitable footwear for indoor PE (pumps not trainers)
 - For gymnastics when the apparatus is being used suitable footwear should be worn (pumps or barefoot only)
 - All children with verrucas should wear pumps
 - Children who do not have a PE kit will take part in the lesson as an observer rather than a participant. Parents will be informed after two consecutive occasions of no PE kit.

- Every child must have a school PE kit. They should bring it into school at the beginning of a half term and take it home at the end of a half term for cleaning.

When travelling to sporting activity, the appropriate risk assessments are completed and the following issues addressed:

- All children wear seat belts
- All supervising adults to be aware of risk implications
- All supervising adults that attend swimming to hold a current DBS
- All transporting adults to be fully insured
- Parents permission for taking children out of school obtained
- Parent permission for children to be transported by other parents
- After school competitions children to be transported by their parents or a responsible adult who the child's parents have given permission. School to be informed.

Safe-practice standards are consistently applied by staff, students and other visitors, across all aspects of the school.

Out of School Hours Provision

Depending on the time of the year, William Stockton provides opportunities for children in wide variety of areas. These after school clubs are updated and changing according to the interests of the children.

After school clubs are available for children to attend from Reception to Year 6 .

All sports clubs are open to both girls and boys and are delivered by qualified coaches or teachers who deliver high quality lessons. The provision of Out of School Hours sports clubs is reviewed annually and registers are kept to ensure opportunities are provided for all children.

Policy updated by Sonya Huxley Autumn 2016