



# Physical Education Policy

**February 2020**

**S. J. Potts**

Approved by Chair \_\_\_\_\_

Review Date \_\_\_\_\_

# **Physical Education Policy**

## **Aims and objectives**

Villiers Primary School aims to provide a broad and balanced curriculum; offering a range of experiences, which are relevant to the pupils' present and future needs. Physical Education (P.E.) develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. They will develop these skills within a variety of sports, during their time, which may include dance, gymnastics, netball, tennis, cricket, football, swimming - including water safety and athletics. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills; promotes positive attitudes towards a healthy lifestyle and builds a child's creative, collaborative and resilient mind-set to their approach in all areas. They will be able to transfer their knowledge through many sports and activities as they progress with their physical education. As a result, we hope to encourage an enjoyment and love with keeping active - which will enable them to make informed choices about leading a healthy and physically active life in the future.

## **The aims of P.E. are as follows:**

### Physical Me:

- to enable children to explore and develop basic skills, actions and ideas with increasing understanding, control and co-ordination;
- to develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to experience a wide range of differing activities;
- to be aware of the different shapes and movements that can be made with the body;
- to develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy;
- to allow children to take part in competitive sport.

### Social Me:

- to encourage children to work and play with others in a range of group situations;
- to allow children to take the initiative and begin to lead activities;
- to treat your team, the opposition and the referee with respect;
- to develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication;
- to develop a sense of fair play;

- to raise self-esteem through opportunities to celebrate sporting success.

#### Thinking Me:

- to develop the way children perform skills and apply rules and conventions for different activities through choosing and applying skills, tactics and compositional ideas;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own and others success through observation;
- to develop reasoning skills and the ability to make judgements;
- to develop an increasing ability to select, link and apply skills, tactics and compositional ideas;
- to develop the ability to communicate non-verbally with the body.

#### Healthy Me:

- to develop a love of physical exercise;
- to teach children to recognise and describe how their bodies feel during exercise in order to develop a knowledge and understanding of fitness and health and how important it is to be active;
- to develop a positive attitude towards themselves and others;
- to promote an understanding of safe practice and develop a sense of responsibility towards the safety of themselves and others;
- to promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.

#### Creative Me:

- to develop the children's enjoyment of physical activity through creativity and imagination;
- to create and plan games and teach them to one another;
- to develop decision making and problem solving skills.

## Teaching and learning style

Within the Trust, we use a variety of teaching and learning styles in P.E. lessons. Our principle aim is to develop the children's knowledge, skills and understanding. We do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. We hope that all children will find this rewarding.

We recognise the fact that we have children of differing physical ability in all our classes. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results. e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenges with different resources, e.g. different gymnastics equipment.

## **Good lessons should contain the following elements:**

**Purpose:** Lessons should have clear objectives and defined learning outcomes, which should be explained to the pupils at the beginning of the lesson; learning objectives should be taken from the four strands of the P.E. National Curriculum and children should understand the objectives for each lesson and unit of work.

**Progression:** Pupils' capabilities should be developed, with increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills. It is also important to make links of learning in and beyond the sequence.

**Pace:** Lessons should be appropriately paced depending on activity, with suitably challenging activities.

**Coherence:** All teachers should reinforce previous understanding and establish links between curriculum experiences.

**Differentiation:** Achieved through using the S.T.E.P. principle, for example: adapting tasks and equipment that enable pupils to be challenged appropriately - which ensures good progress for all ability groups.

**Pupils' responsibility:** In lessons, pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation, and, at times, their own learning, as they practise and repeat movements in order to improve efficiency and the quality of their performances.

## **Physical Education curriculum and planning**

Villiers Primary School has adapted a scheme of work to suit the local circumstances of the school and frequently reviews this to meet the needs of each cohort. As required, we teach the fundamentals of physical education through a variety of sports and physical activities such as dance, gymnastics, swimming and water safety and athletics as well as developing lunchtime provisions to extend active opportunities throughout the school day. Swimming activities and water safety are taught in Key Stage Two on a fortnightly basis, as it is both physically beneficial and important in developing a useful life skill.

In Foundation Stage (EYFS), opportunities are provided for children to be active, develop their co-ordination, control and movement through moving and handling activities, which involve the use of a range of equipment and different spatial experiences. Structured lessons and opportunities for outdoor/indoor physical activity amount to at least two hours each week.

Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week. In KS1 the curriculum focuses on fundamental movement and physical literacy skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2, pupils continue to apply and develop a range of skills, and units of work include a range of invasion, net / wall, fielding and striking games, gymnastics, dance, athletics and swimming.

The curriculum planning in PE is carried out in three phases: long-term, medium-term and short-term. The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works in conjunction with teaching colleagues in each year group to map out the PE activities covered in each term.

Our medium-term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

Our short-term plans list the specific learning objectives and expected outcomes, and give details of how to teach the lessons. These individual plans frequently discussed and adapted to provide an enriching and challenging physical education that meets all our children's needs.

PE lessons and activities are planned so that they build on the children's prior learning. As well as having opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is a planned progression built into the scheme of work, so that an increasing level of challenge is evident for the children as they move up through the school.

## **The Foundation Stage**

We encourage the physical development of our children in the Foundation Stage, as this is an integral part of the Foundation Stage Curriculum. Villiers Primary School relate the children's physical development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. Children are encouraged to develop confidence and control of the way they move and the way they handle tools and equipment. We give all the 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.

## **‘Wake and Shake’ and ‘Go Noodle’**

Every morning and afternoon (10 minutes), children participate in Go Noodle, an online site that offers a range of videos to encourage children to become more active. This allows the children to develop a range of skills to help in all areas from physical to social.

During the Summer Term, children take part in Wake and Shake within their classrooms to encourage them to be as active as possible throughout the school day.

## **Contribution of Physical Education to teaching in other curriculum areas**

English: Speaking and listening skills are prompted through the Social Me strand, which allows children to evaluate and appraise work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work. Physical Literacy is also promoted through the children recording their sequences, games and ideas as reminders; or as a working document for other groups of children to use.

Numeracy: Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shape and pattern. At Key Stage One, number work is evident through practical games and warm up tasks. At Key Stage Two this develops into the aspect of timing and scoring activities through the S.T.E.P. principle and the ability to problem solve within lessons.

Information and Communication Technology (ICT): Villiers Primary School use ICT to support PE teaching when appropriate. In dance and gymnastics, children make video recordings and take photographs of their performance and use them to develop their movements and actions. Older children compare each other’s performance from recordings and use these to improve the quality of their work. The children can record their work with the digital camera and are encouraged to use their ICT skills to view their results.

Personal, Social and Health Education (PSHE) and Citizenship: Physical Education contributes to the children’s PSHE and citizenship throughout the subject, encouraging children to interact with others and to abide by relevant game rules. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health Education is promoted through delivering the benefits of exercise and healthy eating, which is also very closely linked to Science. Physical Education gives the children the opportunity to experience how their body works in different situations.

Spiritual, Moral, Social and Cultural Development: The teaching of P.E. offers opportunities to support the social development of our children, through the way we expect them to work collaboratively within lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work, in general, helps them to develop a respect for other children’s levels of ability and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Promoting Fundamental British Values: Within the P.E. Curriculum, pupils have the opportunity to develop their teamwork skills, resilience and must demonstrate a mutual respect towards their peers. Pupils need to work with their peers in all aspects of P.E. and Sport, and demonstrate good teamwork in order to succeed. This also means being gracious in defeat and showing sportsmanship and respect at all times.

Resilience and self-esteem are developed on a lesson-by-lesson basis through new experiences and the children learning to try again, if at first they do not succeed. Rule of Law and Democracy are essential in P.E. and Sport as everyone has to play by the rules. For our pupils, this means being able to follow rules and laws in order to progress within a sporting environment; the concept of 'fair play' is continually taught and reinforced throughout all lessons.

## **Teaching Physical Education to Children with Special Educational Needs and Disability (SEND)**

Villiers Primary School teaches P.E. to all children, whatever their ability, as P.E. forms part of the school curriculum policy to provide a broad and balanced education. Teachers provide learning opportunities, that are matched to the needs of children with learning difficulties and work in P.E. takes into account the targets set for individual children in their agreed SEND plans. Planning and preparation of lessons enables adaptations for individuals to take place so that it is inclusive for all.

## **Teaching P.E. to Gifted and Talented Pupils**

At Villiers Primary School, we are also aware that we have children who are capable of achieving beyond the standards for their age. Staff members regularly identify talented pupils within their lessons to provide further challenge through skill, use of equipment, personal bests and sport leadership roles - where they coach and give constructive feedback for their peers. We also offer a wide range of after school programmes, which are open to all, where they continue to develop their physical education. Programmes offered as part of our provision include (but are not limited to) the sports of tag rugby, cricket, football and a gymnastics club. Attending the extension programmes also gives children the opportunity to be chosen for the school and area sporting teams.

## **Assessment and Recording**

Teachers assess children's work in P.E. by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers use the core skills activities in order to assess progress and record the information on the assessment sheets. They record this information and use it to plan the future work of each child. These records also enable the

teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Swimming is assessed throughout the year where appropriate. Children receive their swimming awards through the Greek Alphabet assessment tool used at our local swimming facility. Children's achievements are recorded and regularly updated on our system which enables them to progress through the swimming stages as they move through Key Stage Two.

## **Resources**

There are a wide range of resources to support the teaching of P.E. across the year. The majority of sports equipment is kept in the P.E. store: this is accessible to all staff when needed and restocked where required. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work, by doing so the children learn to handle equipment safely. The outside container contains a range of outdoor games equipment to be used on the playground during lunchtime provisions.

Two halls provide indoor space for teaching P.E. effectively. Outside, children have access to a playground and the school field for games and athletics activities. The field is marked with a football pitch, running track and rounders pitches. Our local swimming pool is used for swimming lessons and a swimming coach is employed to help with the delivery of lessons.

## **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in P.E. is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in P.E. and providing a strategic lead and direction for this subject in school. The subject leader gives the Head of School an annual summary report in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement. The subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of P.E. teaching across the school.

## **Child Protection**

As in all areas of the school curriculum it is essential that the school's policy for child protection is followed.

## **Health and Safety**

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Villiers Primary School expects their children to change for P.E. into the agreed clothing for each activity area. Pupils are expected to bring P.E. kit to every lesson. If a pupil is unfit to participate in a P.E. lesson, they are still expected to participate in an appropriate role, be it as coach, scorer, and umpire/referee or peer evaluation. If children forget kit, spare kit will be supplied to them. Teachers are expected to set a good example by wearing appropriate clothing when teaching P.E.. No jewellery is to be worn for any physical activity. The school's Health and Safety Policy also requires: sports equipment to be monitored for safety; risk assessments to be in place; an emergency action plan for physical activity to be prepared and that appropriate supervision is ensured at all times. The climbing wall within the New Hall undergoes a rigorous health and safety check annually. For further information on school P.E. kit, please see Appendix 1. For further guidance concerning safety, the British Association of Advisers and Lecturers in Physical Education (BAALPE) safe practice documentation should be consulted.

Asthma: Children should be encouraged to carry their inhalers with them to P.E. lessons. Some children may need to use their inhalers before exercising.

Changing Arrangements: See the Good Practice Guidance: Children within KS1 get changed for P.E. within their own classrooms. However, children in Year 4 and above will split into girls and boys in order to get changed. Across school, all year groups are supervised by members of staff when changing for P.E.. When attending swimming lessons, children use the male and female changing facilities and are supervised at all times by members of staff.

## **Accident and Emergency Procedures**

Villiers Primary School has designated trained first aiders. In curriculum lessons, if an accident or injury occurs, a first aider is informed who will then treat/decide on the action to be taken. If a first aider is not available, access to first aid provision is in place. If necessary, the rest of the group will be removed from the area accompanied by an adult.

In out of hours learning activities, a first aid kit is available and accessible. Emergency contact numbers are also available and accessible and another member of staff is present in the vicinity to remove other children or the injured child/children if necessary.

For off-site visits, the members of staff will have the school phone number, direct to school office who then make relevant contacts. Staff will also be in possession of emergency contact details for the children on the visit so that a direct call can be made if necessary. All staff accompanying the children will have mobile telephones.

## **Organisation of off-site visits (including inter- school fixtures, festivals and competitions)**

The general requirements for Educational Visits / “Learning Outside the Classroom” apply to P.E. or School Sport events not on the school site. The school procedures for off-site visits should be followed (see relevant risk assessments).

The host school/club/facility is responsible for completing the risk assessment for the activity. Prior to the event, the school member of staff in charge will make themselves familiar with any implications of the host school assessment, clarify any issues with the host and ensure that the pupils (and parents where necessary) are made aware of any procedures to make the situation safe.

## **Extra-Curricular Activities**

Villiers Primary School offers a range of P.E. related activities for children at the end of the school day. These encourage the children to further develop their skills in a range of the activity areas. Details of the current club activities are sent to parents near the start of Autumn and Summer term. Villiers also participate in regular competitions and fixtures against other schools through the WASPS organisation. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children and develop resilience and creativity when participating.

## **Primary School’s Sports Funding**

### **What is the Sports Premium?**

The Government provides a funding to Primary Schools to help maintain and develop their Physical Education provision. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to Primary School Head Teachers to spend on improving the quality of sport and P.E. for all their children.

The sport funding can only be spent on sport and P.E. provision in schools.

### **Purpose of funding**

Schools will have to spend the sport funding on maintaining and improving their provision of P.E. and sport, but they will have the freedom to choose how they do this. Possible uses for the funding include:

- hiring specialist P.E. teachers or qualified sports coaches to work alongside primary teachers when teaching P.E.
- new or additional Change4Life sport clubs
- paying for professional development opportunities in P.E./sport
- running sport competitions, or increasing participation in the school games
- hiring facilities to enable sporting activities to take place
- buying quality assured professional development modules or materials for P.E./sport
- providing places for pupils in after school sport clubs and holiday clubs.

### **How will we be spending the Sports funding and who will benefit?**

The Governors agree that the money must be used so that:

- all children benefit regardless of sporting ability;
- that staff have access to training opportunities and continued professional development; sport is subsidised in order to support families financially.

The 'Evidencing the impact of Primary P.E. and Sport Premium' document shows how we intend to spend the sports funding during 2019-2020 of £22,946.

## **Appendix 1**

### **PE Kit Policy**

Clothing and correct attire for a particular activity in Physical Education represent important features of safe practice that apply in equal measure to both staff and pupils. Clear expectations should be established throughout the trust, and with parents, about the management of personal effects by means of a clear and unambiguous written policy.

### **Jewellery and Personal Adornment**

The following procedure should be applied at the commencement of every lesson:

- a) All personal effects should be removed; watches, bracelets, rings, earrings.
- b) If they cannot be removed, staff need to take action to try to make the situation safe; cover earrings, religious attire etc.
- c) If the situation cannot be made safe, the individual pupil(s) concerned should not actively participate.
- d) Long hair worn by both staff and pupils should always be tied back to prevent entanglement in apparatus and to prevent obscuring vision.

### **PE Kit**

Indoor and Outdoor kit should be in school at all times.

- Children need a light blue T Shirt (with logo if possible) and navy shorts for indoor PE.
- They wear PE pumps or barefoot in the hall for gymnastics and dance.
- They will need an additional sweatshirt and tracksuit bottoms for outside PE. These are essential when the weather is chilly. A sunhat and sun cream may be worn during the summer months.
- Children must wear plimsolls or trainers for games outside.
- Children participating in out of hours clubs must change out of their whole school uniform and wear their PE kits. All regular PE rules apply through the clubs.

### **Footwear**

Footwear should demonstrate effective grip, support and reasonable protection for outdoor work and games. Shoes which are worn for school on a daily basis are not acceptable forms of footwear for PE as often the soles are worn to a smooth finish. Where a group presents a variety of footwear (e.g. studded) for outdoor lessons, the adult with the group has to determine whether the lesson can proceed as planned or whether some conditions need to be applied to enable maximum participation in safety.

Bare feet should be utilised for dance and gymnastic activities as children can feel the movement and the surface of the floor. Pupils should never participate in socks alone on polished surfaces.

Training shoes, on which the soles provide good traction, will often prove effective for a range of indoor games, but should not be worn for gymnastic and dance activities for the reasons of 'feel' described above.

Staff need to avoid situations often found in games lessons when organising wet-weather indoor alternative games in which some pupils wear training shoes and others are obliged to resort to bare feet.

## **Swimming Kit**

A full piece swimsuit or trunks of an opaque colour should be worn throughout the swimming lesson. Board shorts, skirted suits or bikinis are not appropriate swim wear for lessons. A swimming cap should be worn by all participants of the swimming lesson whom have long hair, whether male or female. If a child has a verrucae, they may still participate in their swimming lesson as long as it has been treated.

## **Appendix 2**

### **Apparatus Policy**

Villiers Primary School are keen to promote a whole school approach to safety when using apparatus and wishes to prepare our pupils to use the apparatus appropriately by progressing in their use of it. The following guidelines will be followed when using apparatus as part of the PE curriculum.

1. Always progress slowly.
2. Work should be carried out on the floor before applying it to apparatus.
3. Progress slowly from the floor to small apparatus, to linked pieces of small apparatus, to medium pieces and finally to large apparatus.
4. Children should be taught specific skills to carry and set out smaller pieces of apparatus. Allow enough time to develop the skills of sharing, lifting, carrying and placing small apparatus before progressing further. When children lift apparatus they should know:
  - a) How many children should be holding it.
  - b) Where to hold it.
  - c) To bend knees and keep backs straight.
  - d) Only to lift when everyone is ready.
5. Children not allowed on any apparatus until checked by teacher.
6. The teacher should supervise the setting up and putting away of equipment.
7. The teacher should be positioned where they can see the whole class, usually operating from the edges of the zone looking inwards.
8. Ensure safety in the layout of apparatus. Make sure there is space around the apparatus and that it is arranged to encourage the children to start from a variety of places. Use appropriate height for the children to work at.
9. Adequate matting should be placed around/under apparatus, not only to cushion possible falls, but to soften landings and allow for jumps. Mats should only be placed where children are encouraged to jump from equipment.
10. Apparatus should be placed at least 1 metre away from walls or other apparatus.
11. Faulty apparatus should not be used, but referred to the P.E. co-ordinator.
12. Tasks set and apparatus layout should allow for differentiation.
13. Grip and foot placement (i.e. thumbs around bars, hand over hand descending a rope, landing on feet with bent knees) need to be taught and revisited.
14. Overcrowding and queues on apparatus should be avoided - 6 or 7 children in each group.
15. Set questions which will challenge the class to use both the floor and the apparatus.
16. Apply floor work tasks to the apparatus, in order to challenge the children's understanding of the movement tasks. Use words such as around, over, along, across, under, up, down and through. This will encourage variety and progression of the previously acquired movement techniques. Gradually build up your movement vocabulary on the apparatus.
17. Put apparatus away at the end of each lesson getting the children to help but to ensure they are lifting and carrying the apparatus appropriately.

18. Teachers should ensure that the apparatus is put away correctly and that it is secured in place.

### **Carrying Apparatus Safely**

- Mats – 4 carriers, 2 on each side. Travel sideway to position.
- Benches – 2 children to each bench. Ensure no child walks backwards.
- Planks / Ladders – Carry as benches.
- Beams/ stools/ boxes – 2 carriers on each side. Move sideways, looking forward.

## **Appendix 3**

### **Wet Weather Policy**

Perhaps the weather, more than any other external factor is capable of disrupting the planned curriculum.

When Should Outdoor Lessons Be Abandoned?

1. When there is a potential risk to the children's safety; if the surfaces are too slippery; or if the children do not have appropriate footwear for the activity.
2. If the teacher deems that the weather will have a detrimental effect on teaching and learning.
3. When the health of either party may be at risk.
4. Damage Limitation to the Curriculum.

Rather than cancelling the lesson, an indoor lesson should occur. As far as possible, the activity done inside should reflect the timetabled activity either through a small game or skill session.

We prefer to keep lessons as performance orientated as possible. Therefore, the activity provided as an alternative will be as physical as possible for the greatest number of children.

This policy will be reviewed annually unless there are any changes within the Trust.

**S. J. Potts**

**February 2020**