TITLE: PHYSICAL EDUCATION POLICY
DATE WRITTEN: NOVEMBER 2019
MAIN AUDIENCE: GOVERNORS, STAFF, PARENTS AND CARERS
LAST UPDATED: JUNE 2014
NEXT SUGGESTED UPDATE: JUNE 2024

GPS

Gawsworth Primary School

Learning Together to Achieve Our Best

Physical Education Policy

Introduction

This document is a statement of the Intent, Implementation, Impact and principles and strategies for the development of Physical Education in Gawsworth Primary School.

Intent Statement

At Gawsworth Primary School 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.

We inspire all pupils to succeed and excel in competitive sports and other physically-demanding activities, such as those provided in our residential visits. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Our children will have opportunities to compete in sport and other activities that build character and help to embed the school core values of Aspiration, Equality, Innovation, Pride and Respect. PE at Gawsworth Primary School is an essential part of the curriculum, which develops a need for healthy life styles, a balanced diet, positive growth mind-set and the resilience to persevere with activities that may be once have felt too difficult. We are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and sporting behaviours to embed life-long participation in physical activity.

Implementation

- 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 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.

Impact

The overwhelming majority of pupils at Gawsworth Primary School will meet the expectations of the physical education curriculum by the end of Key Stage 2. A higher than average percentage of children will exceed the age-related expectations of the curriculum with opportunities to excel in different sports at a local, regional and national level.

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 be mindful of others and the environment.
- To develop leadership skills.
- 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.

The National Curriculum

- **During Early Years**: Pupils should have the opportunity to experience a variety of physical activities and directed sessions, with access to continuous physical development in the outdoor areas.
- Games, gymnastics, dance and athletics are taught throughout the year.
- Outside agencies – Louise Carter, PAS and Premier Sports also deliver PE during the year.

Time Allocation - Early Years:

2 x 1 hour directed session.

- **During key stage 1:** Pupils should 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, Gymnastics and Athletics over the course of a year.
- There will be opportunities to work individually, in pairs and in groups.

- Outside agencies and specialist teaching – Louise Carter, Peak Active Sports and Premier Sports also deliver PE during the year as well as Everybody in swimming.

Time Allocation - Key stage 1:
Indoor PE x 1 hour
Outdoor PE x 1 hour
Total = 2 hours per week

- **During key stage 2:** Pupils should 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.
- Outside agencies – Louise Carter, PAS and Premier Sports also deliver PE during the year.

Time Allocation - Key stage 2:
Indoor PE x 1 hour
Outdoor PE x 1 hour
Total = 2 hours per week

- 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.

The co-ordinator will be responsible for:
- The implementation, review and update of the policy.
- Providing schemes of work for all aspects of the P.E. Curriculum.
- 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.

The role of health education
P.E. is a valuable aid within P.S.C.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.

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. Throughout the year events such as Change 4 Life will be accessible and used to promote PE for children with SEN.

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.

Resources
Fixed gymnastic apparatus and other large PE equipment are stored within 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, an astro turf area and grassed playing field suitable for outdoor PE sessions. Outside there are fixed playground structures situated around the outside area. The PE equipment is stored in various outside storage areas. All PE equipment should be collected after each lesson and returned to the PE 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.

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 in '*Safe Practice: In Physical Education, School Sport and Physical Activity'* for the safe teaching of PE. Staff should be aware of safety guidelines within this document.

- 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.
- Teachers are responsible for monitoring the risk assessments of each activity before the activity is undertaken.
- All accidents should be recorded and logged.

- All school staff are responsible for reporting damaged apparatus and equipment to either the pe co-ordinator, head teacher or caretaker.
- The headteacher and caretaker will be responsible for liaison with contractors who service the hall apparatus.

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 and clothing 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 an 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.
- Remind parents/carers to supervise their children at the end of the day and not to allow children to use school equipment or structures that are on the school grounds This is to prevent accidents happening 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.
- 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 PE Co-ordinator, head teacher or caretaker.

- Teach the pupils the safe practice and understanding of:-
  1. Concern with their own and others' safety at all times.
  2. 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.
  3. How to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition.
  4. Lifting, carrying and using equipment safely.
  5. The principles of good hygiene.
  6. 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

- No jewellery apart from stud earrings may be worn for P.E. (No rings, necklaces, bracelets or watches). Stud earrings may be taped over by the child themselves. (Parents are responsible in ensuring children do not wear jewellery to school).
- 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.

Indoor P.E.

- Plain black shorts and Gawsworth PE t-shirt.
- Black joggers
- Bare feet, pumps or trainers.

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).
- Black joggers
- Gawsworth PE t-shirt or warm top.
- Boys should wear traditional swimming trunks, not 'board' shorts.
- Girls should wear standard swimming costumes.

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").
- 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).
- No child is to be excluded from any aspect of PE unless they have an injury.

School Sports Day

The PE Co-ordinator will be responsible for the organisation of Sports Day. It may take the form of a carousel of activities and also competitive running events. It will be a whole school event. The children will represent their house and the children will win medals and house points.

Extra Curricular Activities

During their time in Gawsworth Primary School, the children will have opportunities to participate in a range of after school activities. These will be organised by the PE Co-ordinator and will include Football, Netball, Cross Country Running, Athletics, Cricket and Rounders, Jujitsu, Multisports, Tag Rugby and Pop Lacrosse. The children will be involved in

intra house competitions stage 1 – in-house competitions, inter house competitions stage 2 – local cluster groups and stage 3 – representing county.

School Games Mark
Gawsworth school is proud to have achieved the Gold Mark in the School Games Mark. The children in KS2 will continue to be involved in sporting events during the year to enable to Gold Mark to be sustained and to reach the next goal of the Platinum Mark.

Personal Best and Golden Mile
Premier Sports assists Gawsworth school in assessing all of the children from Reception through to Year 6 in fitness. They are assessed in the Autumn term, Spring Term and Summer Term and the children work to improve their performance on their previous score.

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.
- 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. Tick sheet to record particular skills.
- 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.

- Record keeping should be kept to a minimum but should enable the teacher to point to evidence of a pupils' attainment.

Julie Platt
PE co-ordinator
November 2019