



Greenfield Primary School

PHYSICAL EDUCATION POLICY

Approved by Governors (date)

Signed on behalf of the Governing Body

Chair of Governors

GREENFIELD PRIMARY SCHOOL

PHYSICAL EDUCATION (P.E.) POLICY

Rationale

Greenfield Primary School aims to provide a high quality physical education curriculum in order to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. A wide range of opportunities are provided for pupils to become physically confident in a way which supports their health and fitness. These opportunities to compete in sport and other physical activities also build character and help to embed values such as fairness and respect. P.E. at Greenfield Primary School encourages an understanding about the effect that exercise has on your body and we work hard to promote positive attitudes towards choosing to live a healthy and active life. This applies to all groups of children in school, including LAC, D/SEN, Disadvantaged/Pupil Premium, G&T, EAL and other vulnerable groups including 'hard to reach' families. It is always our aim at Greenfield to achieve at least two hours of high quality physical education per week across the school.

Purpose

Through P.E. at Greenfield Primary School, we aim 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 and make informed choices about healthy eating and fitness in order to contribute to their emotional well-being
- Enjoy physical activity and understand the wider benefits in terms of living a healthy lifestyle
- Feel inspired by either their own sporting achievement or by the achievement of others within the school or wider community
- Develop a strong sense of fair play, respect and good sporting behaviour
- Develop a sense of teamwork, co-operation, personal commitment and responsibility through sport
- Embrace the principles of SMSC through the P.E. curriculum and support the school's commitment to promoting British values
- Develop self-confidence and self-esteem as a result of physical activity
- Are aware of how to keep safe in a wide range of physical activities
- Develop in terms of physical literacy as sport and physical activity supports the development of the whole child

Guidelines

A variety of teaching and learning styles will be used in P.E. lessons including a mixture of whole-class teaching as well as individual/group activities. Good examples of individual performance will be used as a model for the other children; all pupils will be encouraged to evaluate their own work as well as the work of others. P.E. activities will be differentiated in

a number of ways; this may be through task, success criteria, timings, groupings, outcomes and increasingly, pupils will have the opportunity to take on a coaching/mentoring role as they move through the school. Pupils will have the opportunity to collaborate as well as compete with each other and a wide range of resources, including computing, will be used to support and enhance the P.E. curriculum e.g. video clips to model good practice/recording a dance or sequence in order to analyse and improve. Indeed, the school aims to maximise opportunities to embed physical activity throughout and across the whole curriculum and we are continuously seeking to create active environments e.g. use of the woodland/organised games at lunchtime. The children are involved and engaged in this process and the roles of 'super leaders' and 'sports ambassadors' provide the opportunities to hear the pupil voice.

P.E in the Foundation Stage

Pupils should show good control and co-ordination in large and small movements. They should also move confidently in a range of ways – safely negotiating space. Pupils should be taught to:

- Experiment with different ways of moving
- Jump off an object and land appropriately
- Negotiate space successfully when playing racing and chasing games with other children; adjusting speed or changing direction to avoid obstacles
- Travel with confidence and skill around, under, over and through balancing and climbing equipment
- Show increasing control over an object in pushing, patting, throwing, catching or kicking it

P.E in KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin 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

P.E in KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They

should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games (a wide range of different sports) and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges - both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Health and safety in P.E.

‘Safe practice in physical education and sport’ (2012) is considered to be a comprehensive guide to safe practice in P.E. and is referred to regarding any aspect of health and safety. Indeed, staff and children are expected to consider the safety of everybody at all times. Teachers will risk assess P.E activities at the point of planning as well as on arrival into a space e.g. hall/field and discuss relevant safety issues with the children before starting the activity. Staff and pupils should wear appropriate clothing for all physical activities – pupils should not wear earrings, necklaces, bracelets and any other form of jewellery and long hair should be tied back. (Recently pierced ears should be covered with tape and removed for swimming). All children have been given house coloured tops according to which team they are in and these should be worn in P.E. lessons to help with organisation and team games. The appropriate clothing for P.E includes:

- Outdoor Games – trainers, tracksuit bottoms/shorts, t-shirts/sweatshirts. Water bottles should be taken outside in hot weather; hat/gloves may be appropriate in very cold weather
- Indoor P.E. – shorts and team coloured t-shirt; pupils should have bare feet for gymnastic and dance based activities. The children need to wear shoes to the hall and leave neatly at the side in case of the fire alarm sounding

There are a wide range of resources to support the teaching of P.E. across the school. Resources are kept in the two P.E. stores and sheds and these areas are only accessible to children under adult supervision. It is the responsibility of all staff to keep these resources tidy and well organised and the subject leader will audit P.E. resources on an annual basis. The children should learn how to handle and carry equipment safely – an appropriate number (depending on age) should be used for each piece e.g. two to a bench/mat and four for a jumping box. Clear instructions and consideration of safety are paramount at all times

in terms of setting up and clearing away a P.E. lesson. Children should always wear shoes when moving and carrying apparatus.

Planning/Assessment/Monitoring and review

Every year group has a P.E. planning file containing all relevant planning and key resources. Assessments are made at the end of the year by the class teacher in two areas – dance/gymnastics and games/athletics. Judgements are made against age-related expectations in P.E. using the symphony assessment sheets and all pupils are assessed as either: emerging (B), expected (S) or exceeding expectations (S+). It is the responsibility of the lead P.E. teacher to gather in class data at the end of the year and work out % for classes and cohorts. This information should then be used to drive improvement in P.E. and forms the basis of the annual subject report. The P.E. subject leader, SLT and governors (through the learning and well-being committee) monitor standards and attainment in P.E. based on age expectations. Expenditure of P.E. Premium is published annually on the school's website. The P.E. subject leader also supports colleagues in the learning and teaching of P.E. and organises staff INSET and CPD as appropriate. Parents are updated about progress and attainment in P.E. at parents' evenings in the autumn and spring and in the written report at the end of the year. There are also regular updates about P.E. and sport in the school posted on class and sports related blogs.

Extra-curricular activities/enrichment

A wide range of P.E. related extra-curricular activities and enrichment opportunities are provided at Greenfield Primary School; not only to challenge the more able children but also to encourage participation in sport for as many pupils as possible. Clubs and external specialist sports coaches are organised and primarily focused on further developing skills. The school also plays and participates in regular sporting events/leagues/competitions around the county in order to introduce a more competitive element to sport and team games, allowing the children to use and apply their skills in a more competitive environment. These opportunities foster a sense of team spirit and co-operation amongst our children; we always prioritise fair play, participation, enjoyment and respect over a win at all costs mentality.

Version	Date	Comment
V1	Date created: 29/2/2016 Review date: Feb 2019	A Gordon