

PHYSICAL EDUCATION POLICY

VISION

To provide a rich and varied learning community where all children reach their potential.

PE AND SPORT PREMIUM FUNDING

We receive PE and sport premium funding based on the number of pupils in years 1 to 6. As we are schools with 17 or more eligible pupils we receive £8,000 and an additional payment of £5 per pupil, per year. We allocate the funding in a way that ensures that we improve the quality of the PE and sport activities that we offer our pupils. These are some of the Ofsted criteria that we are meeting by the way we spend our sports funding:

- Employing specialist PE teachers or qualified coaches to work alongside teachers in lessons to increase their subject knowledge and confidence in PE.
- Procuring quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport.
- Buying into existing local sports networks such as school sport partnerships or community sports coaching initiatives.
- Purchasing specialist equipment and teaching resources to develop a non-traditional activity or a new sport & improving the breadth of PE provision.
- Introducing new initiatives such as basic movement skills in the Early Years Foundation Stage, or developing young sports leaders in Key Stage 2.
- Paying the most effective teachers an enhanced allowance to lead improvements in PE and school sport and provide staff training on how to teach PE well.

The full details of how we spend our PE & sports premium funding on our school's website.

AIMS IN PHYSICAL EDUCATION

We aim to provide a rich and varied physical education curriculum which can be accessed by all children. The School offers six areas of activity across KS1 and KS2. These areas are: athletic activities, games, dance, swimming, gymnastics activities and outdoor and adventurous activities. In addition to these school based activities, we provide a range of out of school clubs as well as competition with other schools through a variety of tournaments.

We want our children to be able to:

- Participate in a variety of physical activity.
- Willingly take part in a range of competitive, creative and challenge-type activities.

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- Have confidence to show what they can do.
- Show determination to achieve the best possible results.
- Maintain activity and energy levels.
- Show good body control and movement.
- Be physically strong and flexible to take part in activities in lessons.
- Work without the teacher always having to tell us what to do.
- Understand the rules of the games we play.
- Get changed and ready for PE lessons.
- Take part in PE lessons and school sport with enthusiasm.
- Understand how PE and sport are an important part of a healthy and active lifestyle.

STATUTORY REQUIREMENTS

In the Foundation Stage

In **foundation stage** the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

At Key Stage One (Years 1 and 2)

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.

At Key Stage Two (Years 3-6)

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.

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- Develop flexibility, strength, technique, control and balance (for example 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations.

Guidelines

- ✓ Children should be treated as individuals with their own abilities, difficulties and attitudes.
- ✓ Teachers are ultimately responsible for those in their care. However, it should be their aim to make children increasingly aware of safety and of the needs to minimise risks so that they can become responsible for their own safety and that of others.
- ✓ No jewellery should be worn. Earrings should be removed, if this isn't possible then studs should be worn and they should be covered by plasters.
- ✓ Suitable clothing should be worn according to the activity which will not hinder the child's movement. For indoor activities shorts and t-shirt should be worn. Bare feet or pumps are preferential for gymnastics and dance. For outdoor activities suitable footwear (trainers) should be worn and warmer clothing (tracksuit), if needed. NB: footballers should wear shin pads at all times.
- ✓ The correct handling of apparatus should be instilled from the reception class. The number of pupils needed to handle the apparatus will decrease as the children get older. Benches should be carried with thumbs on top, fingers underneath.
- ✓ All apparatus especially wall bars should be checked by the teacher to make sure it has been assembled correctly and safely, before the children use it.
- ✓ Large apparatus should be assembled first, small apparatus last and the reverse when putting the apparatus away.

APPROACHES TO GAMES

KS1

Games should be simple and competitive comprising of individual, pair and group work. Lessons will be planned in order to give maximum activity including scope for individual practice and exploration. A variety of small apparatus will be used to develop skills. These skills will provide the basis for success in games later.

Activities will include:

- Awareness of space and other people e.g. dodging, chasing.
- Ball skills, using hands and feet, hitting, receiving, rolling, bouncing, striking,
- Throwing and travelling with a ball.
- Games. Children will be given opportunities to devise simple games.

KS2

Children will increase their mastery of previously acquired skills and learn new ones. These skills include; dribbling a ball at speed, various passes and passing whilst on the move. Small team games will give children opportunities to measure their own skills against opponents. The need for fair play and rules should be apparent in order to regulate and improve play.

Activities will include:

- Skills practices - further mastery of skills already acquired. An understanding of the principles of attack and defence.
- Small-sided games - the games will be devised either by the teacher or the children and will include the following types of games:

Invasion (eg. football, netball, mini rugby, unihoc).

Striking and fielding (eg. kwik cricket, rounders).

Net/wall games (eg. tennis, badminton).

APPROACHES TO SWIMMING

This will take place from Year 1 to Year 4. Class 3 will swim in the Autumn term and Class 2 will swim in the Spring and Summer terms. The children will attend Nidderdale Swimming Pool on a weekly basis for their allotted term and will be divided into groups according to their swimming ability.

APPROACHES TO DANCE

KS1

The areas that will be concentrated on are:

The body - The use of body parts in making a variety of body shapes eg. contrasting, stretching and curling.

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Space - Changing	Moving in their own space and space shared by others. direction / pathways and using different levels.
Actions - and	Develop and experience control, co-ordination, balance, poise elevation in basic actions such as jumping, turning, gesture and stillness.
Dynamics -	Moving to rhythms, repeating patterns of movement, making dances with beginnings, middles and ends.

KS2

The children will be given opportunities to devise their own dances involving improvising, selecting, exploring and refining content:

The body -	Children should develop flexibility showing better tension and control of body parts. Encouragement in use of correct posture to support body weight.
Space -	Tracing shapes with hands or feet, designing pathways in space using actions such as leaping and rolling.
Actions - over-	Bending, stretching and leaning movements to be linked by balancing to create momentum into the next movement.
Dynamics - dance,	Use of rhythm to determine patterns of dance, body sounds. eg. clicking fingers and stamping feet, to give meaning to a percussion to accompany dance.
Relationships and Stimuli -	Relationships between partners and in groups, expressions of feelings, moods and ideas in response to stimuli, such as poems, stories, paintings, music, occupations, costumes and everyday sounds.

Key Stage One children will be given opportunities to describe what they have done.
Key Stage Two children will go on to interpret the different elements of a dance.

APPROACHES TO ATHLETIC ACTIVITIES

These will include experiences of jumping, throwing and running at both key stages with emphasis on speed, accuracy, height, length and distance.

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At Key Stage Two pupils and teachers will devise competitive activities using record cards to monitor progress. They will be given opportunities for guidance in measuring, comparing and improving their own performance.

APPROACHES TO GYMNASTICS

KS1

Gymnastics at Key Stage One will involve the following areas:

Travelling and using space - Different ways of travelling using feet, hands and feet. travelling on large parts of the body.

Body Shape - Curling, stretching, twisting, turning , introducing a change of direction.

Supporting body Balancing ie. holding body weight in stillness, using different body parts as bases with emphasis on hands and feet.

Weight transference - Changing the supporting base, as in walking and running, moving weight from hands to feet and transferring weight when base remains the same eg. jumping from two feet to two feet, hopping and rocking.

Levels - Emphasis on where the body can move in relation to the floor. ie. high, medium and low.

Pathways - Children to use straight and curved pathways on the floor.

Linking movements together - Involves the children building up sequences of movement.

Directions - Exploration of movements in directions other than just forwards. eg. backwards, sideways, to and fro.

KS2

All the areas in Key Stage One should be developed further at Key Stage Two. Frequent repetition is important so that children can improve their control and develop ideas.

In addition to Key Stage One, Key Stage Two children will practise:-

Partner Work - Following, copying, matching, mirroring and using partners as obstacles, observers and for balances.

Changing Speed - Movements performed quickly but safely, movements performed as slowly as possible and also movements which involve acceleration and deceleration.

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Symmetry and Asymmetry - Weight on different parts of the body, at different levels and working with a partner.

APPROACHES TO OUTDOOR AND ADVENTUROUS ACTIVITIES

KS1

Children will be introduced to a variety of environments within the school grounds and locality, exploring their best and worst features. They will experience activities such as short walks and scavenger hunts, ie finding a number of items within a certain area. They will also take part in string orienteering.

KS2

As well as developing activities from Key Stage One, Key Stage Two children will experience activities which involve planning, recording, evaluating and team work (eg. orienteering).

Emphasis will be placed on safety, both of the children and the environment, and in the correct use of appropriate equipment.

Every other year towards the end of Key Stage Two children will have the opportunity to participate in three day residential visit at an outdoor education centre where many of the above activities will take place and will be developed.

POLICY INTO PRACTICE

Physical Education is given an allocation of at least 2 hours per week of curriculum time in every class. Whole class teaching focuses on teacher and peer modelling, as well as demonstrating strategies for learning and acquiring skills which is an important and integral part of the teaching process. Scaffolded activities enable pupils to experience success in their learning and give them the confidence to develop and progress independently.

Collaborative learning is encouraged through work in pairs, small and large groups. Independent exploration and development is encouraged through differentiated tasks. We use the REAL PE scheme to support our PE teaching.


CROSS-CURRICULAR LINKS

Physical Education can be developed further in areas of Music and Information and Communication Technology particularly for a dance aspect. It links well with Science when thinking about different body parts and how we keep our bodies healthy and active.

THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Physical Education will be planned for and used as appropriate. Word Processing is a useful tool for

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planning their own games and exercise plans. Children could develop the use of video equipment and digital cameras to both enhance presentations in dance and gymnastics and perfect skills in games.

ASSESSMENT AND TARGET SETTING

Work is assessed in line with the Assessment Policy. We use the REAL PE assessment materials, where pupils have done a specific skill such as gymnastics the HART materials will be used.

INCLUSION

We aim to provide a culture that reflects our distinctive Christian ethos; a culture that ensures an ethos and environment which is a safe, welcoming place. Christian values are practised that centre on the uniqueness of individuals, their worth, potential and the need for inclusion in an accepting cohesive Christian community.

We aim to provide for all children so that they achieve as highly as they can in Physical Education according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Talented children will be identified and suitable learning challenges provided.

Please see the school policies on Inclusion.

EQUAL OPPORTUNITIES

All children are provided with equal access to the Physical Education curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Equal opportunities in Physical Education are addressed as follows:

- Pupils with special needs have equal access to the Physical Education curriculum through the use of differentiated resources and adult support. These are based on individual needs.
- Specific teaching strategies are used to maximise access to the curriculum for pupils learning EAL.
- Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the Physical Education curriculum.

ROLE OF SUBJECT LEADER


The Subject Leaders for Physical have a leading role in the development of school policy and approach in Physical Education and aims to gain the requisite expertise through INSET and research.

The Subject Leader should be responsible for improving the standards of teaching and learning in Physical Education through:

Monitoring and evaluating Physical Education :-

- pupil progress.
- provision of Physical Education.
- the deployment and provision of support staff.

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Taking the lead in policy development.
Auditing and supporting colleagues in their CPD.
Purchasing and organising resources.
Keeping up to date with recent Physical Education developments.
Ensuring that the sports funding is allocated so that it has an impact on the PE the children receive.

STAFF DEVELOPMENT AND TRAINING

Staff development and training is provided in the following ways:

- Needs audit and planning for professional development.
- School Sports Partnership training fed back to staff.
- School based INSET led by Subject Leader or outside agencies.
- Liaison with inspectorate and advisory service.

PARENTAL INVOLVEMENT

Parents are invited to attend sporting fixtures and sports day at the end of the school year. Any parents with an interest in any aspect of Physical Education are welcomed to be part of a lunchtime or after school club.

CONCLUSION

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy
Responding to pupils' work / Feedback / Marking policy
Special Educational Needs Policy
Equal Opportunities Policy
Health and Safety Policy

Grewelthorpe & Fountains CE Primary Schools Federation

Policy:	PE Policy
Signed Chair of Governors:	
Date Signed:	
Governors Meeting Ratified:	8th February 2017
Review Date:	Spring 2018
Review schedule	Annually

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