



Sharneyford Primary School

P.E. Policy

*Date Reviewed*_____

*Signature*_____

(Chair of Governors)

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1. Introduction and Overview

Rationale

Physical Education develops a child's knowledge, skills and understanding in education and also of wellbeing. It involves the child in the process of decision making, selecting and applying skills, performing, evaluating and refining their work. It contributes to the overall education of the child by encouraging and helping them apply determination, commitment, fairness, team work and leadership skills through engaging and purposeful physical activities.

Vision and aims

Vision

We believe that physical education is an essential part of a child's educational development. Sharneyford aims to develop a balanced program offering a variety of activities to enhance skills in physical education. Positive participation in physical education will enable children to build, self-esteem, team work and positive attitudes in P.E.

Aims

Our children will be offered the opportunity to:

- Acquire and develop a wide range of physical skills; performing with increasing physical competence.
- Understand what it takes to persevere, succeed and acknowledge the success of others.
- Develop a positive attitude to participation in physical activity.
- Develop an understanding of the effects of exercise on the body.
- Develop the ability to work as a team player, taking the lead and learning to work collaboratively with others while providing evaluative comments about others' performance.
- Promote an understanding and appreciation of the value of safe exercise. Develop a sense of responsibility for their own and others' safety and well-being.
- Set targets and compete against others, both individually and as a team.
- Further develop skills by joining sports clubs which have links with the family of schools.

2. School curriculum

Our PE curriculum aims to ensure that all pupils develop the fundamental skills and competence to excel in a wide range of physical activities by providing a broad and balanced curriculum with opportunities for all to be enjoyed.

A high quality PE curriculum will develop physical literacy and will allow pupils to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. It also contributes to the development of a range of important cognitive skills such as decision-making and analysis, and social skills such as teamwork and communication.

Physical Education at Sharneyford is based on the National Curriculum Physical Education 2014 and the Amaven PE scheme which aims to develop children's physical literacy. A coverage document (found at the end of this document) has been developed which provides a long term plan for each Key Stage. The units are organised to provide progressive steps, which meet the end of key stage expectations and focus on the dynamics of movement; promoting PE to inspire physical literacy while engaging in a wide range of sports. To tailor our scheme to the needs of our school we have designed a biennial Long Term Plan to reflect the mixed year groups we have. Assessment of pupil attainment shall be made according to the assessment policy and judgements shall be made against the end of key stage descriptors, detailed in the National Curriculum and graphed using the Amaven assessment software.

Resources and equipment, including large and small apparatus, shall be housed in the KS2 cloakroom and the hall storeroom.

Planning documents, lesson notes and resources shall be kept in the P.E drawers in the hall storeroom.

3. Teaching and Learning

A variety of teaching and learning styles are used in PE lessons, including experiential learning and problem solving. Within lessons, our children are given the opportunity both to collaborate and compete. All classes have children of differing physical ability, therefore teaching strategies cover a range of skills appropriate to their age and experience, including:

- Setting common tasks which are open-ended, differentiating by use of the S.T.E.P approach-modifying Space, Equipment, People or Task.
- Setting tasks of increasing difficulty to build skills and challenge physically.
- Providing challenge through differing resources, targeted to individual or group needs.
- Every child is praised for their achievements and encouraged to fulfil their potential through continued support and positive feedback.

Inclusion and equal opportunities

Planning and teaching are differentiated to ensure all children, regardless of physical ability, are engaged and included in all lessons. Through the support of their peers and staff, they are a valued member of any group or team. They are offered opportunities to take part in intra-school competitions and interschool activities and competitions where appropriate. A wide range of competitive games, both inter-school and intra-school, are offered to all children.

Rossendale Leisure Trust After-School Clubs

The aims of the out of school hours learning programme are to extend and enrich the work being done during curriculum PE, and to provide some pupils with opportunities to enable them to develop the skills they need to access curriculum PE. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

The programme will:

- Provide a balance of competitive and non-competitive activities through intra and inter school events.
- Provide specific movement/general physical activity clubs, which develop fitness.
- Ensure that every pupil is offered the opportunity to attend a minimum of one OSHL activity each week (Key Stage 1 and Key Stage 2).
- Ensure that the school regularly participates in events which promote physical activity and support links to community clubs.

Sharneyford is a member of the Sports Rossendale Leisure Trust. This allows us up 40 hours of coaching, competitive opportunities for our pupils and training for staff via the partnership. All coaches must be at least a level 2 in the field they are teaching.

Code of Dress

Teachers: Footwear suitable for activity. Leisure wear (optional).

Children: Shorts or tracksuit bottoms, T-shirt, pumps or trainers, jumper (for outside).

If any children have forgotten their kit they should be encouraged to take on a role such as umpire, score keeper or asked to look for good points/things that could be improved.

No jewellery — studs to be taken out.

No tights.

Hair should be tied back.

4. Swimming

All pupils in Key Stage 2 shall go swimming.

They travel to the pool by coach (fitted with seat belts). Two members of staff are needed to accompany the pupils. Registers and any medical equipment (inhalers etc) are taken by staff.

They will go swimming for 5 half terms.

Children are expected to bring their own swimming costume/trunks (shorts are not allowed), their own towel and if they have long hair they need to wear a swimming cap.

Goggles are only permitted with a letter from the child's doctor.

Swimming socks must be worn if the child has a verucca.

Children who forget their kit will still have to attend and sit on the pool side if a kit is not available for them to borrow (this is at the discretion of pool staff).

5. Health and Safety

The children should be;

- (a) Physically active.
- (b) Able to adopt the best possible posture and the most appropriate use of the body.
- (c) Engaging in activities that develop cardiovascular health, flexibility, muscular strength and endurance.
- (d) Aware of personal hygiene.

The children should;

- (a) Respond readily to instructions.
- (b) Recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events in practice and during competition.
- (c) Learn about the safety risks of wearing inappropriate clothing, footwear and jewellery and why particular clothing, footwear and protection are worn for different activities.
- (d) Where possible children should learn to put the apparatus out and away correctly. This may prove difficult because of the weight of some of the mats and benches. The teacher in charge must check that the apparatus has been assembled correctly.
- (e) Learn how to warm up for and recover from exercise.
- (f) Mats will be used under the climbing frame and all staff will follow the policy that they are there as a safety measure and must not be jumped onto from the climbing frame.
- (g) The climbing frame will only be set up and moved by staff.
- (h) If teachers lack confidence in using apparatus they should share their concerns with others. Do not attempt any activity you do not feel comfortable with. Make sure the children can cope with the levels of work you give them.
- (i) Never tell a child to do something out of his/her capabilities. The child will choose to work within boundaries suitable to him or her. Do not put children in a position where they might hurt themselves. Where in any doubt refer to BAALPE Safety in P.E.
- (j) Do not teach forward rolls as a class activity.

6. Resources

The PE coordinator will develop, maintain and renew resources to support the schemes of work. These should be suitable for the activity, age and ability of the children. They should provide opportunities to fulfil all National Curriculum requirements through challenging and engaging activities.

7. Assessment

Assessment of pupil attainment shall be made according to the assessment policy and judgements shall be made against the end of key stage descriptors, detailed in the National Curriculum.

To assist in assessment, teachers use the following:

- Observations of the children's individual and group work, talking to them about what they are doing and listening to them describe their work.
- ICT to capture children's work in physical education, to show progression and quality of performance.
- Peer and self-assessment to help the children analyse their own progression and set their own targets.
- Attainment targets to assess where the pupils are at the beginning of a module and how they have progressed.
- Amaven challenge days giving each child a physical literacy score and ways in which to improve their speed, locomotor, agility, flexibility, power and object control.

8. Monitoring and evaluation

- The school has a Physical Education Coordinator who will be responsible for document ownership, reviews and updates.
- The PE policy will be reviewed annually or when any significant changes occur with regard to the curriculum or resources available in school.
- All amendments to the school PE policy will be discussed with all members of teaching staff.
- The PE policy has been written by the school PE Coordinator and is current and appropriate for its intended audience and purpose.
- Staff will be encouraged to review their own practise and seek advice. Coordinator should provide CPD opportunities to support teachers and ensure all staff feel confident and competent in their teaching of Physical Education.

Andrew Greenwood

December 2021

Review Date

January 2023

Appendices

PE Long term plan- KS1 A

Fundamental movement skills

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Running/Jumping	Kicking	Throwing	Jumping (can be taught through dance)	Striking	Catching
Multi-sports/ Games	Football	Athletics	Gymnastics	Mini Tennis	Athletics

PE Long term plan- KS1 B

Fundamental movement skills

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Running	Catching	Throwing	Jumping (can be taught through dance)	Striking	Bouncing
Multi-sports/ Games	Netball	Dodgeball	Dance	Rounders	Athletics

PE Long term plan- KS2 Lower A

Develop a broad range of skills, linking to actions and sequences of movement

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kicking	Bouncing	Jumping	Running	Catching	Throwing
Football	Basketball	Gymnastics	OAA	Cricket	Athletics

PE Long term plan- KS2 Lower B

Develop a broad range of skills, linking to actions and sequences of movement

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Striking	Throwing	Jumping	Catching	Striking	Running
Hockey	Netball	Dance	Volleyball	Tennis	Athletics

PE Long term plan- KS2 Upper A

Develop a broad range of skills, linking to actions and sequences of movement

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Throwing	Catching	Jumping	Running	Striking	Throwing
Tag rugby	Handball	Gymnastics	OAA	Rounders	Athletics

PE Long term plan- KS2 Upper B

Develop a broad range of skills, linking to actions and sequences of movement

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kicking/Striking	Throwing/ Catching	Jumping	Catching	Striking	Running
Football/Hockey	Tag Rugby, Netball, Basketball	Street Dance	Dodgeball	Badminton	Athletics

