



Gedney Church End and Lutton St Nicholas Federated Primary Schools

PE and School Sport Policy

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Vision and Rationale

This policy is to promote and outline physical, mental and emotional development through physical literacy in school. It is to facilitate the development of understanding a healthy lifestyle and how to implement positive actions within society.

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. It is about thinking and doing a not just doing and copying. Pupils will explore their learning and this will produce independent and resilient learners. The curriculum and activities provided should not only develop looking and listening skills but also thinking and feeling ones. Teachers and staff should understand the importance of physical literacy and facilitate the learning through the 'doing'.

We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor adventure education. A quality programme is designed to satisfy the needs, abilities and interests of all individual children.

The vision of Physical Literacy in the federation is to enable that the pupils are to learn through the physical for at least 2 hours of curriculum Physical Education a week. The sessions will contain elements required by the National Curriculum and be in line with the federation's Progression of Skills document.

Pupils will be taught 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.

Aims

Early Years Foundation Stage

- Build children's confidence to take manageable risks in their play
- Motivate children to be active and help them develop movement skills through praise, encouragement, games and appropriate guidance
- Notice and value children's natural and spontaneous movements through which they are finding out about their bodies and exploring sensations such as balance
- Provide time to support children's understanding of how exercise, eating and hygiene promote good health

- Body skills will be taught as well as spatial awareness to develop co-ordination
- Set up relevant activities that encourage energetic play
- Introduce appropriate vocabulary to children alongside their actions
- Give children opportunities to use a range of equipment to persist in an activity, practising new and exciting skills and learning from their mistakes through caring guidance

KS1 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. (New National Curriculum)

KS2 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
- 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.

Policy Aims

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:
 - by developing a positive attitude and interest in a wide range of physical activities.
 - by raising awareness of issues regarding Health Related Fitness.
2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child:
 - aesthetic appreciation and understanding of Dance and Gymnastics.
4. To help establish the individual child's self-esteem and confidence.
5. To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).
6. To ensure every child has the opportunity to take part in after school sports clubs, as well as external competitions and tournaments.

Expectations

- Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Ensure every child has the opportunity to represent the federation in a competitive sports fixture.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas.
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEND and physical disabilities.
- Involve the outside community where possible - e.g. Sports Day - parents, Clubs
- Ensure children wear the expected P.E. kit for all lessons. (See below). Also, ensure teachers change into appropriate clothing to teach PE lessons.
- Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.

The P.E. Curriculum

Teachers should use the Progression of Skills document as a starting point when planning their work in Physical Education. This has been devised to ensure progress throughout each year group is attainable in the correct order. The curriculum framework was used to structure this document and it falls in line with the acceptable standards required when providing a broad, balanced and appropriate curriculum to KS1 and KS2 pupils.

Standards

- Insist on correct and safe PE kit - see section in Health and Safety.
- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best- work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.

- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

Health and Safety

PE KIT

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons.

Games and Athletics:

Blue or dark coloured shorts or tracksuit bottoms and a blue or white t-shirt or polo shirt for indoor and outdoor lessons. Sensible sweatshirts may be worn for outdoor lessons during colder weather conditions. Properly fitting trainers or plimsolls

Dance and Gymnastics:

As for Games but bare feet.

Swimming:

Swimming costume, children are NOT allowed to swim in underwear. Some pools insist on trunks rather than shorts.

Outdoor Activities:

Generally as Games, but otherwise clothing appropriate to the activity.

General

- Teachers should also wear appropriate clothing.
- All jewellery must be removed (Tape is not allowed to be used to cover stud earrings). Teachers will not take responsibility for looking after jewellery.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through illness or injury should stay at school with another class.
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work, such as recording events on an iPad to use for evaluating the activity later in the lesson.

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

Equipment and Resources

The School Sport Premium

In June 2013 the Government announced the allocation of £150million per annum for the academic years 2013/14, 2014/15 and 2015/16. The funding has been allocated to Primary Schools to “*improve the quality and breadth of Physical Education and Sport Provision, including increasing participation so that all pupils develop healthy lifestyles and reach the performance levels they are capable of*”. The PE and School Sport Premium is part of a joint strategy supported and funded by the Department for Education (DfE), Department for Health (DfH) and the Department for Culture, Media and Sport (DCMS). Within our federation of schools, we will publish an annual report as to how the funding has been spent and how this has impacted on standards at both schools.

Safety

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the established method of carrying Gymnastics apparatus (to ensure consistency throughout the school).

Ordering Equipment

Any new equipment required can be ordered through the PE coordinator. The School Sport Premium has meant that the school has already invested in new equipment to be used during playtimes and in PE lessons.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in all activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform theirs or evaluate others' sequences.

- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

The Contribution of PE and School Sport in the Development of Unique British Values

In our federation, we recognise the duty placed on all schools to promote what are now known as Unique British Values. All subjects within the National Curriculum have the capacity to make a direct contribution to developing our pupils' understanding of what it means to be British in the 21st Century.

The Department for Education defines Unique British Values as follows:

1. Democracy: respect for democracy and support for participation in the democratic process
2. The Rule of Law: respect for the basis on which the law is made and applies in England
3. Individual Liberty: support and respect for the liberties of all within the law
4. Mutual Respect and Tolerance: support for equality of opportunity for all and respect and tolerance of different faiths, religious and other beliefs

The subject of PE and School Sport can contribute to the development of these values in the following ways:

- Focusing on the lives of significant British people who have or currently excel at sport
- Understanding how Britain has been influenced by the principles of sporting endeavour including camaraderie, upholding rules, competition, encouragement, loyalty and the celebration of talent
- Promoting tolerance and understanding of different cultures through the recognition that sport can bring us all together in united endeavour
- The exploration of sensitive issues whilst maintaining tolerance and respect for the views and beliefs of others
- Visits to places of sporting significance including venues, clubs and specialist provision
- Helping pupils to understand the history of British culture through sport and the important contribution made by different cultural groups both now and in the past
- Working co-operatively with others, sharing ideas and resources, peer assessment and encouraging support for each other
- Exploring controversial issues in sport including cheating, performance enhancement, tribal rivalry, inclusion, oppression, funding, hooliganism, salaries and regional differences

- How a variety of sporting events over time have promoted a sense of belonging and shared identity within the local, regional, national, continental and international community
- How sport is a universal language that people, communities and nations together

Assessment and Monitoring

Physical Education is monitored termly by the Subject Leader. The Subject Leader looks at planning and will observe lessons. When appropriate it is also possible that the Subject Leader will seek the support of a specialist to evaluate particular areas of the curriculum such as gymnastics. Assessments will be ongoing and the Subject Leader will collect data every half term to ensure progress is taking place. These assessments will follow the assessment grids provided to staff and these fall in line with the Progression of Skills document and the class trackers.

Achievements by any pupil will be celebrated either in school assemblies, in class or on the school sport display board. Where possible achievements will be posted on the school website.

Leadership and Management

Given the prominence of PE and School Sport, the federation views the subject as being the same as any other core subject within the National Curriculum. As a result, we will have a named Subject Leader, which is currently Miss Charlotte Hodson. The PE and School Sport Subject Leader will be a part of the Core Subject Leadership Team and this will help to provide the necessary support to ensure that all aspects of effective management are addressed on an annual basis.

Dissemination and Review

All staff and governors will receive a copy of this policy. A copy will be available on the School Web Site. The policy and schemes of work will be available on request to parents, LEA, OFSTED and others working for the school, through the Head teacher.

Signed by Head Teacher:

Ratified by Governors: December 2015

Updated: