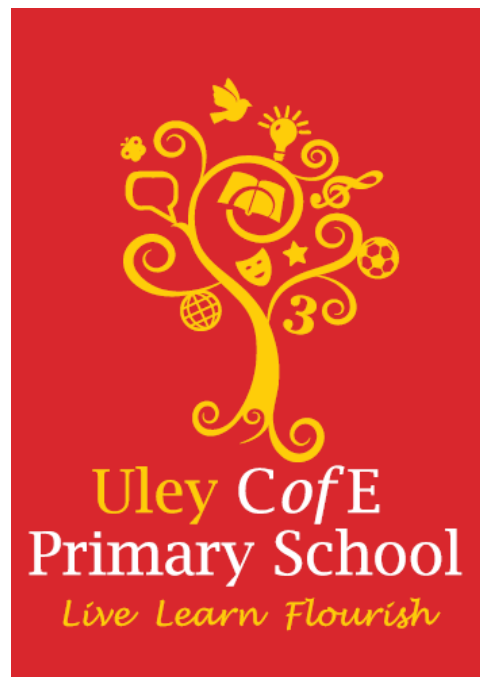


ULEY C OF E PRIMARY SCHOOL






PE POLICY REVIEWED AND UPDATED 2017

ETHOS STATEMENT







We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

OUR SCHOOL VISION

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

OUR SCHOOL MISSION

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values

The staff and governors at Uley Church of England Primary School provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating an inclusive, caring, Christian environment,
- creating happy, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.

We work in partnership with parents and our community to fully equip children for their future.

This document reflects the values and philosophy of Uley Primary School in relation to the teaching and learning of Physical Education (P.E.). It provides a basic framework within which staff can approach P.E., and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Uley Scheme of Work, and can be used as a springboard to develop the individual teacher's ideas in a personal way within the school's guidelines. This should enable teachers to design a programme of activities that is responsive to their own and children's skills and needs in P.E.

The main aspects of P.E. to be studied will be determined by the Programme of Study of the National Curriculum 2014.

PHILOSOPHY

P.E. is an essential part of the curriculum. It develops pupils' physical competence and confidence, and their ability to use these to perform in various activities. It promotes physical skill, physical development and knowledge of the body in action.

P.E. provides opportunities for pupils to be creative, competitive and to face different challenges as individuals, in groups, and in teams. It engenders positive attitudes towards an active and healthy lifestyle. Pupils learn to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and preferred physical activity.

SUBJECT AIMS

P.E. is a non-core Foundation subject within the National Curriculum. The aims of teaching P.E. at Uley Primary School are consistent with our philosophy and take account of the legal requirements of the National Curriculum.

As stated in the National Curriculum 2014, the subject of Physical Education purpose of study is to provide children with:

- A high-quality physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.
- It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.
- Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims: The national curriculum for physical education aims 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.

At Uley Primary School by participating in P.E. lessons the children will have the opportunity to achieve the following objectives:

- To become skilful and intelligent performers, and to develop a range of skills with increasing competence and confidence, in varying physical activities and contexts.
- To develop their ideas in a creative way and learn how to select and apply skills, tactics and compositional ideas.
- To take the initiative, lead activities and focus on improving their performance.
- To set targets for themselves and compete against each other, individually and in teams.
- To discover the notion of fair play, honest competition and being a good sport.
- To develop an appreciation of the aesthetic qualities of movement and to develop physical and mental co-ordination, self-control and confidence.
- To learn how to co-operate with each other and work successfully in pairs, groups and teams.
- To develop self-confidence through the understanding of one's own capabilities and limitations.
- To be motivated, so that they retain a lifelong interest in all aspects of P.E. and recognise the importance of living and maintaining a healthy life.

THE CURRICULUM AND SCHOOL ORGANISATION.

In order to achieve the aims outlined by the National Curriculum 2014, the teaching of P.E. at Uley Primary School organises P.E. into a combination of units as laid out in the Schools scheme of work.

The teaching of P.E. is delivered by using the purchased Lancashire Schemes of work for foundation, KS1 and KS2. Teachers follow these schemes of work, alongside the two-year rolling programme for P.E., to ensure each year group receives a broad and balanced curriculum with opportunities to participate in all the areas of Physical Education.

Alongside the PE schemes of work, dance lessons (with music) can be modified to relate to the current topic being taught.

The Co-ordinator receives any information/resources that arrive in school, but decisions regarding P.E. work and the development of the P.E. Curriculum involve all members of the Staff.

Subject content as stated in the National Curriculum

Key Stage 1

Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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.

Key Stage 2

Key stage 2 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, 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.

Swimming and water safety – Key stage 1 and 2.

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 [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Progression and Continuity

Within the Scheme of Work, learning activities are delivered in progression sequences rather than lessons, to adapt and meet the needs of the children with the different classes. The schemes of work follow the **STEP** model (space, task, equipment and people) to encourage the differentiation of an activity; to help meet the varying needs of a class by providing support or encourage challenge where needed.

Progress in P.E. can be characterized by:

- The advancement from early movement exploration to acquiring and developing a range of skills that show improved control and co-ordination the graduation from

simple selection and application of skills to more complex sequences, games strategies and compositional principles.

- The progress from describing what they see being performed to making simple evaluations of performance and being able to use this information to improve the quality of their work.
- The development from knowing that exercise makes them out of breath and hot, to an understanding of why this happens and come to realise its importance for general health and well-being.

RESOURCES AND ACCOMMODATION

- A wide variety of shared P.E. resources is available at Uley Primary School. These include teachers' resource books and notes, radio programmes, dance tapes, teachers' lesson plans, P.E. and games equipment.
- Most P.E. equipment is kept in the hall and outside shed. The hall/shed is accessible to members of staff and to children under adult guidance. Large apparatus is kept in the hall and small apparatus in the shed.
- The P.E. Leader is responsible for maintaining and purchasing P.E. resources, monitoring their use and organising the large equipment and P.E. store.

CLOTHING FOR P.E. ACTIVITIES

For any physical activity, children change into shorts, socks and T-shirts except where religious beliefs have specific requirements. Some indoor activities require daps or bare feet. They should wear appropriate clothing, according to the season. A change of footwear, trainers or other suitable footwear is required for outside activities. For safety reasons, children are not permitted to wear any form of jewellery. If a child needs to wear a piece of jewellery for medical or religious reasons, it should be removed or covered up during physical activity.

P.E. kit should be kept in a named bag. The kit should be kept in school and taken home at the end of each half term to be washed and checked. All items of P.E. clothing should be identified with the child's name.

Children who go swimming need a towel, swimming trunks or costume, cap and brush or comb, carried in a waterproof bag.

EXTRA-CURRICULAR ACTIVITIES

These are an important part of a child's Primary education. They enable pupils to develop particular skills and further their interest in one or more sporting activities. They help to introduce a competitive element to team games and promote co-operation and a sense of being a good sport. Extra curriculum activities are open to different key stages, and for boys and girls.

CLASS ORGANISATION AND TEACHING STYLES

This relates to the formal teaching and coaching of specific skills. Teachers should understand the progressions involved and take into account children's ability and previous experience. Baselines of the children's fundamental needs are measured within the autumn term in Class 2, and reassessed within the autumn term in Class 3. This is to help inform the teacher's judgements

about the children's abilities and capabilities, and whether they have the necessary strength, flexibility and body awareness to learn a new skill.

Alongside this the teachers cater for the needs and abilities for all pupils. Pupils should be taught to be co-operative and courteous.

ASSESSMENT, RECORDING AND REPORTING

Assessment is undertaken by the class teacher. Teacher's complete the assessment forms at the end of a Unit, some forms of assessment can be recorded by observations, possibly with the aid of a camera, (awareness child protection). All assessment data is reported to the PE Lead, including swimming assessments. Teachers are responsible for bringing areas of concern to the PE lead /Headteacher.

HEALTH AND SAFETY

The teacher should have the safety of the children at the forefront of his/her mind. There is a risk element to P.E. of which the Local Authority is aware. Uley Primary School follows the guidelines from the 'Safe Practice in Physical Education, School Sport & Physical Activity' guidance.

Lessons should be managed to enable teachers and pupils to be seen and heard at all times. School risk assessments should be carried out by the Co-ordinator. Class risk assessments should be carried out by the Class Teacher.

The following general points should be considered when teaching P.E.

- The teacher should be dressed appropriately, with inappropriate jewellery removed.
- The children should change into T-shirt, socks, shorts and daps for any physical activity except where religious beliefs have specific requirements, for safety and hygiene reasons. Baggy clothing should be discouraged.
- The teacher should be aware of what the children are doing throughout the session and should not leave them on their own.
- The gymnastic apparatus must be moved only when there is a member of staff present to supervise.
- All equipment should be returned to its proper place and checked by a member of staff.

Gymnastic Safety

The teacher should:

- Make sure the children should warm up sufficiently before the lesson begins.
- Consider whether the environment is safe and be aware that dangerous situations can arise.
- Be able to see all pupils in the class (important during apparatus work).
- Check if the floor is wet or slippery and arrange the mats in the correct places.
- Check if the area is clear of superfluous equipment (tables, chairs, etc.)
- Ensure the apparatus being used is appropriate for the age of the children and make sure all the fixing points and bolts are secured in the right places.

- Organise the children into groups of appropriate size for the apparatus being used and make sure that they are aware of how many children can go on each piece of apparatus at once.
- Make sure one child only is on the apparatus when it is designed for one;
- Discourage the children from touching each other (especially giving support) unless the specific task you have given them requires it.

Games Safety

The teacher should ensure:

- All equipment is safe and nothing is cracked or broken at the beginning and end of lessons;
- All equipment is put away safely at the end of the lesson;
- When taking games in the playground or on the field that he or she is able to see all the children.
- The children follow the school code of conduct and visit procedures when representing the school.

Dance Safety

Although dance is less dangerous than the other physical activities, teachers should be aware of certain hazards:

- Children should not dance in their stockinged feet.
- Children should be discouraged from running round.
- All objects in the hall that are surplus to requirements should be moved, where possible, out of the way.

SWIMMING RULES

Points to Consider

Staff should accompany the children when travelling to and from the swimming baths. The teacher should have a numbered list of all the children in his/her care. Staff who accompany children to the swimming pool are expected to have attended the 'Water Safety' course organised locally.

The children should be counted on leaving school, on entering and leaving the pool and when leaving the swimming baths.

The children should know the layout of the Leisure Centre, including where the swimming pools and changing rooms are. The swimming teacher at the baths should make sure the school staff know where to find the nearest life-saving equipment, first-aid box and telephone in case of an emergency.

Staff to pupil ratio should meet the legal requirement on the poolside. Staff should be in/around the changing rooms when the children are changing; however, teachers should respect pupils' privacy. Children should wear swimming caps.

INSET PROVISION

Provision is made for training as the need arises.

EQUAL OPPORTUNITIES

All teaching and non-teaching staff at Uley Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum while at our school.

P.E. is taught in mixed groupings with girls and boys having an opportunity to take part in all activities. All extra-curricular activities are open to boys and girls.

SPECIAL EDUCATIONAL NEEDS

All children at Uley Primary School are given the opportunity to develop skills to the very best of their ability. Wherever possible, all children can participate in the whole P.E. Curriculum. For children who have physical disabilities, some modification might be necessary to this area of the curriculum.

LINKS WITH OTHER AREAS OF THE CURRICULUM

As well as making its own contribution to the School Curriculum, P.E. contributes to the wider aims of Primary education:

English

With careful planning, P.E. provides opportunities for children to develop and apply their language skills. They can talk about, and discuss, options open to them; they can describe what they see and explain what they intend to do. They need to use the correct terminology to pass information to others and read diagrams, maps and instructions. They extract information from databases, CD-Roms and the Internet. The ability to read newspaper articles is important for many children who wish to follow the fortunes of their favourite team. They write and give reports of matches played.

PSHE and Citizenship

Throughout the Scheme of Work, children have opportunities to work with others, listening to their ideas and treating them with respect. PE encourages co-operation and collaboration. Children gain an understanding of fair play and fairness through knowing and applying rules and conventions. Children should develop a respect for, and a positive attitude towards, their own health, safety and well-being. They learn to recognize and value physical differences, abilities and aptitudes, and to find ways of accepting and including others.

Mathematics

Opportunities occur for children to apply their mathematical skills when analysing timing of a task, team scores and league tables.

REVIEW

This policy and its implementation will be reviewed by the P.E. Lead, the Headteacher and the Governing Body in line with the School Development Plan (SDP).

This policy was adopted by the Governing Body in _____. It will be reviewed in line with the S.I.P.