

Learning for Ourselves, Respect, We Can



P.E. POLICY

RRS:-

- 1. Best interests of the child.** The best interests of the child must be a top priority in all actions concerning children.
- 2. Protection from all forms of violence.** Governments must do all they can to ensure the children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.
- 3. Children with disability.** A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.
- 4. Goals of education.** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Reviewer: Mel Lawrence

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Reviewed and approved by Full Governing Body: 8th December 2021

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Mission Statement

Physical education aims to enable children to achieve success, gain confidence, improve self-esteem and motivate them to want to and be able to pursue an active lifestyle.

Principles of PE at Lyndhurst

- The PE programme should meet the statutory requirements of the National Curriculum for PE. Children should receive a minimum of two hours of high quality PE per week;
- The PE programme should be broad, balanced and relevant and teach skills in a clear progression
- The PE programme should allow equal access and opportunity for all children;
- PE should be fun for children
- The PE programme should be inclusive offering effective learning opportunities for all children;
- Children should learn principally through physical activity;
- Teaching activities should be accessible and challenging for all children;
- PE lessons should involve children in the continuous process of planning, performing and evaluating;
- National guidance on safe practice should be followed.

Aims and purposes of Physical Education at Lyndhurst

Physical education 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, fitness and wellbeing. Opportunities to compete in sport and other activities build character and help to embed our school values of Respect, Learning for Ourselves and We Can.

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.

Teaching and learning

Teaching aims to develop autonomous and independent learners where pupils are actively involved in the learning process.

As part of our teaching and learning development in PE, observations are carried out by the co-ordinator. Constructive feedback is then given.

Role of the Class Teacher

Class teachers are expected to:

- follow school policy;
- contribute to developing and agreeing units of work;
- plan lessons using the units of work;
- dress appropriately for PE lessons;
- follow national guidance on safe practice;
- try to achieve high standards of teaching and learning;
- monitor children's progress and reflect on quality of teaching.

If teachers feel they need extra training on any aspects, they should consult with the co-ordinator who will try to arrange an observation or training.

Lesson routines

Children wear their PE kit to school on their PE days to reduce the impact on lesson time when needing to change. Class teachers should ensure that they are dressed appropriately and that:

- children are wearing appropriate PE kit;
- jewellery is removed;
- long hair is tied back;
- children work in bare feet for dance and gymnastic activities in the hall (verruucas should be covered appropriately);
- children move quickly and quietly to the hall, field or playground;
- children manage and use equipment appropriately, with care and respect;
- equipment is returned to its place correctly;
- children bring a note from a parent/guardian if they request to be excused from taking part practically in the lesson;
- children are aware of appropriate health and safety issues.
- If a child does not have appropriate kit they will miss the lesson and a letter will be sent home.

Progression

Progression is developed by following our schemes of work (Activ 8 and Val Sabin).

At Key Stage 1, progress is characterised by:

- watching and copying actions and then choosing their own answers to tasks which they can repeat to improve.
- performing simple, single actions and putting two or more of these together to form a series or sequence.
- working individually with increasing control and confidence before working with a partner or in a small group.
- recognising safe spaces in which to work away from other people.
- talking about what they did and then describing what someone else has done and what was good about it.
- recognising the changes that happen to their bodies as they exercise.

Equal Opportunities

All children regardless of ability, gender, race or social background are given access and opportunity to a broad, balanced, coherent and differentiated curriculum (see Equal opportunities policy).

Differentiation

Differentiation strategies are used to allow children with different abilities to make maximum progress.

Curriculum

The curriculum is planned to provide breadth, depth and continuity of learning.

The co-ordinator is responsible for ensuring pupils are experiencing a progressive curriculum during their time at Lyndhurst following the Val Sabin and Activ 8 schemes of work.

All KS1 classes receive two one hour lessons per week. Lesson time is based on activity time.

The children in KS1 also participate in daily Lyndhurst Laps (aka the daily mile). It has been recognised that daily self-pace exercise like this is beneficial for pupils' cognition and well-being.

The Early Years Foundation Stage (EYFS) receive one indoor session a week and access to the outside areas on a daily basis.

Early Years

The EYFS programme is taken from the statutory framework. PE will provide opportunities for children to be active and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity and to make healthy choices in relation to food. They will have the opportunity to join in activities both indoors and outdoors, using a wide range of resources to support specific skills.

Key Stage 1

The KS1 programme builds on what they have learnt in EYFS and pupils will be taught to:

- master basic movements which include 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.

The time children are participating is being audited and reviewed to ensure the provision is being met.

Planning

Continuity is achieved through coherent planning across key stages and through collaborative planning in year groups.

- The Key Stage Plans identify the coverage of the National Curriculum Programmes of Study (PoS) and/or EYFS Programme.
- Units of work (medium term plans) include a clear time allocation, coverage of PoS, expectations, learning intentions and suggested teaching activities.
- Class teachers' short-term plans include, when appropriate, a focused learning intention, teaching activities (e.g. warm up, floor work, apparatus work and cool down in gymnastic activities), teaching points, examples of questions, approximate time allocations and assessment notes of children who make different progress to the majority of the class.
- Where appropriate, teachers will make cross-curricular links to other subjects e.g. ICT – the use of video and digital cameras; Science – topics like Forces, Ourselves; Literacy – language; Numeracy / Geography – direction.

Assessment

- Teachers assess at regular intervals throughout the unit of work and will inform future planning;
- The assessment focus and criteria are set out in each unit of work;
- Teachers use their knowledge of children and observe them working to judge progress;
- Teachers record additional evidence for those pupils who differ significantly from the majority of the class;
- Teachers make judgements about children's progress in relation to initial judgements and expected progress;
- Teachers use assessments made during a year and report back to parents at parents' evening and mid-year report.
- Children will also be asked to assess themselves or peers during lessons using techniques such as thumbs up/down or by verbally evaluating work.

Playtimes/Lunchtimes

Structured activities are provided in all break times suitable to the year groups. This is to provide children with extra activity time. All Teaching Assistants have received positive play training.

Extra-curricular activities (after school clubs)

The extra-curricular programme is available to all children and aims to extend and enrich the curriculum for the interested through after school clubs.

All outside providers are qualified in the area they are teaching within the school. There is an induction programme for new providers which is carried out by the After School Clubs Co-ordinator.

Resources

Resources (e.g. Top Play cards and the parachute books) are available.

Equipment to be used in the hall is appropriately stored in the hall cupboard.

Equipment to be used outside is appropriately stored in the bottom cupboard (located by the first aid sink).

Equipment used for break times and lunch times is stored in the outside shed.

All staff are made aware of where equipment is stored and all are responsible for keeping these areas in a respectable state.

Sainsbury's vouchers are collected and used towards purchasing new equipment.

Health and Safety

All areas that are used for PE (hall, field, playground) are checked and maintained on a regular basis.

Teachers act 'in loco parentis' where they accept a duty of care which requires them to take appropriate precautions like a parent in similar circumstances.

Teachers should be familiar with and follow national guidance on 'Safe Practice in PE', BAALPE.

Teachers follow school policy for accident procedures.

Teachers should be aware of any medical conditions and necessary action to be taken from school medical records.

A guidance sheet for carrying the gymnastics equipment can be seen as appendix 1.

The main gymnastics equipment is inspected annually by an outside contractor.

PE Safety

Carrying equipment

The following information is taken from S. McKenzie's (PE Advisor) recommendations on how many children should carry each piece of equipment.

Mats – 2 children (one on each of the long sides)
YR and Y1 – 4 children if you feel necessary

Benches and planks – KS1 – 4 Children (1 at each end and 1 on each side)

Round Table – 4-6 Children depending on size of children.

Nesting Tables – KS1 – 4-6 children depending on the size of the table and children.

When carrying the equipment:

- *the children should stand close to it – not at arm's length;
- *the children's thumbs should be on top and fingers underneath;
- *ensure children bend their knees when lifting;
- *when carrying the benches they should be at stomach height with bent elbows;
- *when carrying the tables, the legs should be just off the floor.