

TANKERSLEY C of E (A) PRIMARY SCHOOL

PE POLICY



“A love of learning in a Christian environment”

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2020

Next review September 2022

Introduction

Rationale

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

National Curriculum for England and Wales; Physical Education; p15

A high-quality physical education curriculum is crucial to the development of PE within schools. Positive and engaging teaching and learning experiences in PE lessons will lead children to have a desire to lead a healthy active lifestyle, and participate in sport. PE lessons 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.

Tankersley St Peter's Primary School seeks to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole.

Aims

1. Stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles.
2. Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE.
 - a. To enable pupils to see PE as:
 - i. A major feature in our lives, related to employment, leisure and culture.
 - ii. Part of a wider body of knowledge and skills, e.g. interpersonal and problem-solving skills.
 - b. To enable pupils to:
 - i. Understand and use safe practice and to appreciate its importance in PE.
 - ii. Understand the short- and long-term effects of exercise on the body.
 - iii. Understand the role of exercise in a fit and healthy lifestyle.
3. Enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence.
4. Enable pupils to work independently and as part of a group or team in varied activities.
5. Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.
6. Develop an awareness in pupils of the implications of sport and physical activity (past and present) for the individual and local, national and international communities.
7. Allow pupils to develop informed opinions and be able to support them in reasonable argument.

Objectives

These objectives are intended to show how the aims are put into practice.

1. Staff should provide a variety of experiences and activities during the course of study and during a PE lesson if possible and appropriate, for example:
 - a. Games
 - b. Gymnastics
 - c. Swimming
 - d. Indoor and Outdoor activities
 - e. Individual and group activities
 - f. Problem Solving
 - g. Communicating PE ideas to others by means such as speaking
 - h. Listening and appraising.
 - i. Practising and refining skills
 - j. Using repetition in order to improve

2. The use of the Val Sabin scheme is used within school to ensure the coverage of the National Curriculum areas.
3. Rules, vocabulary and games skills such as attack, defence and fielding will be taught. Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations.
4. Staff should refer to work in other curriculum areas when appropriate:
 - a. Pupils should follow written and verbal instructions accurately.
 - b. Safety is further enhanced by emphasis on the following:
 - i. The need to wear correct clothes/equipment.
 - ii. The need to follow rules.
 - iii. How to lift, carry, move and place heavy equipment.
 - iv. The need for warm-up and recovery period when exercising.
 - v. How to swim and be safe when around water.
 - vi. General safety rules when engaged in Outdoor Education.
5. Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. The schemes of work identify planned opportunities for pupils to develop a range of skills and to appraise their performance.
6. There should be opportunities for individual and/or group activities so as pupils can express their feelings verbally and learn how to work cooperatively as well as on their own.
7. Staff should encourage pupils to improve in a particular sport or skill over a period of time.
8. Staff should adhere to the School reward systems in order to encourage pupils to achieve their full potential and experience a feeling of achievement.
9. Pupils should be encouraged to share their experiences/culture with others in order to enhance the quality of learning and to develop socially and inclusively.
10. Staff should not attempt to spend inequitable amounts of time with any one pupil or groups of pupils/gender group etc.
11. Staff should attempt to show the enjoyment and benefits that PE and Sport have given us. This can be done by carefully phrased comments and well-chosen resources.
12. As a school working toward inclusion we will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them, particularly on health and fitness issues.

Curriculum

Areas of learning:

- Outdoor and adventurous
- Multi Skills
- Invasion games
- Dance
- Net and wall games
- Gymnastics
- Striking and Fielding
- Athletics

The areas of learning – Invasion Games, Dance, Net and Wall Games, Gymnastics and Striking and Fielding - are all covered through use of the Raw Marsh scheme, from Reception to Year 6.(Found in the Green Planning Folders)

Multiskills planning is available for Reception to Year 6.

(Found in Multi Skills Folder)

Athletics planning is covered by the Elevating Athletics scheme, ages 5 to 11.

(Found in green Athletics folder)

Assessment

Core Tasks

- Core tasks are used to assess PE from Reception to Year 6.
- Core tasks are used to monitor, measure and record progress over the following units of work:
 - Gymnastics
 - Dance
 - Invasion Games
 - Striking and Fielding
 - Net and Wall Games

Opportunities within PE

- Tankersley St Peter's is part of a school partnership with other local primaries and the local secondary school. Through this partnership various inter school competitions are organised and held each year, with a time table for these set by the schools. Children are invited to take part in these competitions which enriches their opportunities to apply skills learned and take part in competitive games.
- Various after school clubs are held throughout the year at school for the children to access such as Karate, Dance clubs, Football and Rugby.

Teaching and Learning

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

All classes have children of differing physical attainment, consequently learning opportunities are provided using a range of strategies.

- setting common tasks which are open-ended, having a variety of results;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks;
- providing challenge through a the use of different resources.

Every child is praised for their achievements and encouraged to fulfil their potential by continued support and positive feedback.

The principal aim of teaching within PE is for children to master the fundamental skills as outlines in the national curriculum. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

Foundation Stage

The teaching of PE in the foundation stage curriculum aims to develop and reinforce the moving and handling area of the early learning goals. It will also link to the health and self-care aspects of the curriculum. Children in FS stage will have one timetabled PE lesson a week which aims to work alongside the development of moving and handling that do daily through access to the high-quality continuous provision that exists within the school.

PE and Inclusion

All children will have access to the PE curriculum regardless of ability, gender and race. The whole school policy on Equal Opportunities will apply through the PE curriculum. Pupils of all abilities will be taught with their own class. Their skills will be supported or extended through targeted questioning and scaffolded resources, which will allow for their physical development at the appropriate level. As well as drawing on materials from different levels of study, teachers may plan further differentiation by extending or reducing the breadth of study. Teachers provide students with key PE vocabulary, which is sometimes pre-taught to certain pupils. Very occasionally special arrangements will be made for an exceptionally gifted pupil or a pupil with complex and significant needs. They may follow an individualised program of work or may receive adult support. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Health and Safety Policy

Introduction

The effective management of safety has four main components:

1. Risk Assessment and planning before a lesson.
2. Organisation of routines during and between lessons to include:

- a. The use of appropriate kit.
 - b. Checking PE areas are free from sharp objects and broken glass.
 - c. Location of safety equipment.
 - d. Reporting accidents.
3. Control to include:
 - a. Where to find safety information.
 - b. Regular safety checks.
 4. Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

Risk Assessment and Planning Before A Lesson

All department staff are required to familiarise themselves with the Health and Safety policies of the school and department. Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need practical activity. Risk assessments are carried out in accordance with the school's Health and Safety policy and with reference to BAALPE's Safe Practice in Physical Education guidelines.

Before a lesson starts staff should:

1. Have procured any necessary safety equipment and undertaken any specific safety measures.
2. Know how and when to use any particular facilities and equipment.
3. Have identified the quantity and condition of the equipment to be used by pupils.

In identifying risk staff should:

1. Identify hazards.
2. Identify cause and effect.
3. Examine working methods.
4. Investigate safety literature for advice.
5. Remove hazards where possible.

In case of emergency staff should:

1. Be familiar with evacuation procedures in case of fire or other emergency.
2. Know the location of, and when and how to use, fire fighting equipment.
3. Know the location and identity of members of staff trained in First Aid.

Control

Teachers should be aware of:

1. Where to find information.
2. The LEA Safety File containing safety circulars from the LEA.
3. LEA Health and Safety Policy.
4. School Health and Safety policy and where to find it.
5. The procedures for reporting accidents, particularly those that constitute an emergency.
6. The school's behaviour and discipline policies.

Other

1. PE Equipment is annually checked by appropriate agencies.
2. Periodic safety checks of PE equipment are carried out by members of staff EG gymnastics equipment is checked before a unit of work commences.
3. Several members of staff are First Aid qualified
4. Children should be appropriately dressed to take part in PE activities which includes the removal of all jewellery and watches.