



Hollin Primary School

Policy for:

Physical Education

Updated October 2022

Introduction

This policy details the school's management of all PE related activities both within and outside school hours.

The nature of PE is to ...
develop physical and manipulative skills
promote a positive attitude to health and fitness
develop team work, fair play and good sporting behaviour

Aims

This policy is set in the general aims of the school

To value each child

Each child has the right to experience all aspects of PE. Each child is encouraged and the contributions of all are recognised and praised.

To provide a happy, stimulating and secure environment

All lessons are conducted with due regard for safety, following rules that the children know and understand, to ensure enjoyment of all.

To enable each child to reach his/her full potential

Each child is encouraged to plan, perform and evaluate his/her own work. The children's plans reflect achievements of individuals, providing opportunities for consolidation and progression.

To offer equality of opportunity

Teachers planning should recognise and be sensitive to differences in gender, culture, ability, previous experiences and the expectations that children bring to PE. Staff must be prepared to differentiate positively.

To encourage respect in all areas

Each child is encouraged to have respect for him/herself, others and equipment. All children are entitled to be trained in the correct use of PE resources and storage areas are labelled appropriately.

To develop and encourage the desire to learn

Lessons should challenge the child with respect to previous experience and ability within a framework of praise and security.

To promote independence and responsibility

Children are encouraged to develop independence and self-discipline in their working within the health and safety guidelines for PE. Each child should know how to be safe, to use equipment appropriately and to plan, perform and evaluate his/her own work whilst appreciating the opinions of others.

To provide clear and concise communication within the school and the wider community

PE is a part of our everyday life and as such should be used to express and communicate our thoughts, feelings, skills and imagination. It is a means of providing a link with the school's wider community through inter school experiences in team sports.

Entitlement

PE is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts to be taught are set out in the National Curriculum document where they are categorised into two key stage study areas.

EYFS & KS 1

Dance
Games
Gymnastics

KS 2

Athletics
Dance
Games
Gymnastics
Outdoor and adventurous activities
Swimming

Each child has an entitlement to these study areas regardless of gender or physical capabilities. Children with SEN will be taught how to use what they know and what they can do as a basis for their work. Staff should focus on praise and confidence building in lessons. We recognise that SEN children can often excel and succeed in areas of PE. Where necessary, individual programmes are devised to develop their skills further e.g. motor and manipulative skills, in conjunction with SSA's, physios etc.. The school sees PE as a skills based subject, giving the children the opportunities of developing skills for life.

Implementation

Clothing

The teacher/sports leader should model good practice and wear appropriate clothing when teaching PE; trackpants/shorts, trainers and sports shirt/polo shirt.

For inside PE the school expects children to wear a white T-shirt and dark shorts with trainers – pumps may be worn only for gymnastic activities. For outside games lessons we encourage the children to wear appropriate clothing for the weather, usually trackpants, sports shirt and jumper during autumn/winter and shorts and T-shirt during spring/summer. Children should have a change of footwear for outside lessons and the school recommends spare socks for lessons where the children may be on wet surfaces.

Watches, bracelets, necklaces and rings should be removed unless worn for cultural reasons. Fitbits/exercise watches may be worn as these are a means of tracking the child's physical activity. We strongly recommend the removal of **all** earrings as these possess a hazard when engaged in physical activity. If earrings must be worn, only studs are accepted in lessons.

Long hair should be fastened back securely.

For swimming, the children will need to provide their own swimming costume and towel, arm bands and floatation aids are provided by the baths. If goggles are to be worn, they must not be made of glass or breakable plastic. All earrings must be removed before each swimming lesson – either left at home on the day of swimming or taken out before leaving school.

Every effort is made to include children who cannot participate in PE lessons due to lack of kit, they will be allowed to participate in school uniform but may have to miss out on some aspects of the lesson due to being inappropriately dressed.

Health and Safety

For indoor activities the following safety checks should be observed.

1. Check that the floor is clean and not slippery.
2. Check that there is sufficient space and move any protruding objects.
3. Check the apparatus to be used is in good repair and report any damage to the PE co-ordinator - if in doubt, do not use.
4. Children should be taught how to lift and carry each piece of apparatus correctly.
5. Careful attention needs to be given to the layout.
6. Check each combination before use.
7. Check that the fire doors are free from obstruction and closed.

For outdoor activity the following safety checks should be observed.

1. Check that the area to be used is clear of hazards. e.g. glass, damp leaves, standing water
2. Check the equipment to be used is in good repair and report any damage to the PE co-ordinator.
3. Children should be trained to respect the equipment and use it correctly.
4. Children should be taught how to use the equipment appropriately.
5. Teachers/sports leaders should be aware of the schools Sports Risk Assessment document.

For all Lessons

1. The teacher/sports leader should endeavour to be in a position to see the whole class working all the time.
2. The children must know and respond to a signal to stop.
3. Lessons of an explosive nature (e.g. cross country, 600m running and aerobics) should include an adequate warm up period.
4. Each lesson should provide opportunities for consolidation and progression.

For swimming, all pool side safety rules must be followed and adequate supervision of changing areas must be planned. The swimming instructors may make an annual visit prior to the year group involved starting lessons, where they will discuss safety around water issues with each class – if they are unable to visit, this discussion will be given by the class teacher.

Independence

The school recognises the need for independent working within PE. In KS1 we expect children to be able to dress and undress themselves, develop confidence in themselves, be aware of body parts and movements and to listen carefully to instructions. At KS2 we expect the children to be able to explore different means of movement, adapt, practice and refine these movements, to plan and evaluate in all aspects of PE and to work co-operatively as part of a team. We expect the children in KS2 to be responsible for setting out and replacing, their own apparatus and equipment.

Resources

Most outdoor resources are kept in a central area opposite the school hall although some are stored in an outside storage area managed by the PE Co-ordinator. Indoor gymnastics equipment is set out around the hall (only in the term where gymnastics is taught) to allow the children to access it easily. Outdoor goalposts and nets are kept in an exterior store room. Some heavier outdoor equipment like netball posts are kept on the MUGA pitch.

Notes for non participation

A note is required from parents if children are to be excluded for physical reasons. However, if, in the opinion of the teacher/sports leader, the child is well enough to partake in the lesson they have the authority to overrule the parents letter as they are acting in loco-parentis. Teachers/sports leader should consider the nature of their lesson before over ruling a parental request for non participation. For example, practicing sports without excessive movement (bowling, shooting).

Where a parent/carer has requested that their child be excused from PE due to health issues, the child will also be asked to remain inside during break and lunchtime to aid their recovery from the issues that prevent them from being physically active during lesson time.

Assessment, Recording and Reporting

On the spot assessment in PE is delivered through positive praise and encouragement within the lesson. Comments must be given with sensitivity to the individual needs of each child. Demonstrations of children's performances must ensure that all children have opportunities to show their progress and achievement as opposed to just the select few that excel in PE activities. A comprehensive assessment of gymnastic, athletic and games skills is taken at various stages throughout the year from years 1 – 6 (see appendix A). The baths provide an online assessment of children's progress in swimming. Progress in PE is reported to parents in an annual written report at the end of each school year.

Role of the PE Co-ordinator

- * To take the lead in policy development and production of guidelines and schemes of work.
- * To take responsibility for the purchase and organisation of resources for PE
- * To support colleagues in the development and implementation of work plans.
- * To keep up to date with developments in PE education.
- * To organise, monitor and report on extra curricular sporting activities.
- * To liase with other schools.

Appendix A : Assessment Tests

1. Kick a football into a 6'x8' goal **from 12 paces** (x15 shots)
(Y1&2&3 : size 3 leather, Y4,5&6 : size 4 leather)
2. Throw a netball into a **netball/basketball** hoop (x15 shots)
(Y1&Y2 : 7 foot , Y3&4 : 8 foot , Y5&6 : 9 foot)
3. Strike a ball accurately (x15)
(Years 1 - 3 : tennis shot over net into marked area, Y4-6 cricket shot outside of marked area)
4. Throw a tennis ball into a **1m square target area** (x15 throws)
(Y1&Y2 : 5 paces from target , Y3&4 : 6 paces , Y5&6 : 7 paces)
5. Strike a small ball using hockey stick into a **2'x6' goal from 6 paces** (x15 shots)
6. Swimming
Y4 only
7. Achieve Gymnastic Proficiency level (6 progressive exercises each year)
(1-3 marks : standard, 4 marks : bronze, 5 marks : silver, 6 marks : gold)
- 8a. Complete Athletics 9 star award (3 types of jump, 3 types of throw and 5 different running distances)
Y3, 4, 5 & 6 only
- 8b. Complete Mini stars award (1 jumping activity, 2 types of throw and 3 different running distances)
Y1 & 2 only