

Mount Pleasant Primary School

Policy for Physical Education



Date reviewed	March 2016
Reviewed by	Jo Hartill, Lucy Hall
Next review	March 2020

POLICY STATEMENT

At Mount Pleasant we believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and overall good health. Every child, regardless of ability or disability, is encouraged to be a fully active participant in their PE lessons.

Pupils are encouraged to further develop their enjoyment and skills in PE by attending one of our after-schools clubs.

Where pupils demonstrate higher levels of competency, they may be selected to represent the school in schools competitions, leagues and tournaments. Pupils who demonstrate higher levels of talent, will be encouraged to join local clubs and teams including entering county trials; representing their sport at higher levels.

The physical education curriculum aims to develop pupils' self confidence and support them in becoming increasingly 'body aware' through an ability to manage themselves successfully in a variety of situations.

A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work, found in Appendix B, is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

Physical Education is considered as a vehicle to facilitate access to the whole curriculum by offering an alternative context for the teaching of English, Mathematics, and Scientific concepts. The subject also contributes to the technological, spiritual and moral, social and expressive aspects of learning through practical experiences.

The PE curriculum covers a range of experiences which include :

PE lessons, active playtime, playground games, before and after school clubs, residential visits and for the most talented, representing the school in a variety of competitive sports.

PURPOSE

Physical Education at Mount Pleasant enables all pupils to work towards becoming independently active, to provide them with the background skills and motivation to opt into physical activity as a lifestyle choice within school and the community.

The school programme aims to develop skills and concepts in relation to physical competence, health and related fitness, safe practice and personal-social skills.

Emphasis will be placed on planning – performing and evaluation, within an active environment, to fully equip pupils for an independently active future.

AIMS

At Mount Pleasant, in teaching Physical Education we aim to:

- Develop an ability to plan a range of movement sequences, organise equipment and apparatus and begin to design and apply simple rules.
- Develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- Promote positive attitudes towards health, hygiene and fitness.
- Foster an appreciation of safe practice.
- Develop motor skills through a range of relevant movement based activities.
- Develop a sense of fair play, respect, resilience, perseverance and sportsmanship, through team and group activities

- Develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- Foster an enjoyment and positive attitude to PE activities throughout school and in extended opportunities.

Children will:

- Participate in a range of fine and gross motor/movement activities in order to develop personal physical skills.
- Be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement.
- Be made aware of simple physiological changes that occur to their bodies during exercise.
- Be given opportunities to develop imagination and co-operation to achieve shared goals.
- Be given opportunities to develop personal characteristics like initiative, self-reliance and self discipline.
- Be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged.
- Be given opportunities to develop areas of activity of their choice in extra curricular time.
- Be given opportunities to be made aware of risk and safety procedures when engaging in physical activities.

RESOURCES

Working environments include:

- Astroturf
- Multi purpose hall
- Playground
- Gig Mill Swimming Pool
- Outdoor Playground climbing areas
- Residential environments
- Saltwells nature Reserve/Forest School
- Gazebo
- Outdoor and offsite areas

Staff endeavour to make full use of available facilities, both indoor and outdoor, to provide appropriate experiences for pupils within the activity being taught.

The school minibus is used as the main means of transporting pupils to offsite locations.

Indoor Resources

Storage of apparatus for gymnastics can be found in the hall and also within the 'pull up' storage facility. Benches and boxes are stored two high. Gymnastics mats are stored on a moveable trolley. Small equipment is stored in the PE shed.

Outdoor resources

There is an outdoor P.E. shed for the storage of games and athletics equipment. The key for this shed is kept in the office. Children must be accompanied by an adult when collecting or returning equipment to the P.E. shed.

Any damaged or lost apparatus should be reported to the P.E. Co-ordinator as soon as possible. Pupils will be taught how to handle, lift and store small and larger items of equipment correctly.

Active Playground resources are kept in the active playground store on the playground.

TIME ALLOCATION

There is an emphasis throughout the school on the three main areas of activity: **Gymnastics, Dance and Games**. Athletics and Swimming are also taught across the school.

Swimming is taught predominantly in Year 4 and there are planned opportunities for non-swimmers to attend swimming lessons prior to Yr 4 to build their confidence.

As a school, the staff have decided in Key Stage 2 to choose Athletics as the other activity area. Outdoor and Adventurous activities are taught through residential visits/opportunities in Years 5 and 6 during the Summer term.

Wherever practical, both indoor and outdoor experiences will be provided, weather permitting.

The time spent on Physical Education within curriculum time per year group should be at least 1hr 40mins. All year groups also access 20 min sessions of Active play throughout the week.

ROLE OF THE P.E. CO-ORDINATOR – Lucy Hall

- Support and advise colleagues in the planning, delivery and assessment of P.E.
- Inform colleagues of changes that occur regarding teaching and policy.
- Provide resources for use by staff that are accessible.
- Keep up to date with current developments through attending courses and disseminate this information to staff through INSET and informal meetings.
- Be responsible for auditing resources available for use in all PE activities.
- Report any broken or 'defect' equipment to the Headteacher.
- Order/replace any consumables, materials or resources required for the safe delivery of the PE curriculum.
- Use, share and increase awareness in the teaching of P.E.
- Monitor the quality, development and delivery of P.E throughout the school.
- Produce a scheme of work with lesson ideas to support its implementation.
- Ensure that pupils have the opportunity to become involved in extra curricular clubs to further develop skills and talents.
- Monitor completion of risk assessments by staff each term.

EXTRA CURRICULAR ACTIVITIES

Provision is made for extra curricular opportunities which extend the experiences of pupils.

At Mount Pleasant we currently provide the following extra curricular opportunities in physical activities. Some of these take the form of taster sessions running for no longer than a term:

- Football
- Dance
- Netball
- Quick cricket
- Get Moving
- Multi-skills

- Gymnastics
- Athletics
- Tag rugby
- Hockey
- tennis

ASSESSMENT/RECORDING/REPORTING

Assessment of pupil attainment is a continuous process to all teaching and learning. It will inform teachers, pupils and end of year reports and will help to identify learners' strengths, weaknesses and needs. Formative assessment via observations and feedback to aid progression is essential in any lesson.

Assessment will cover pupils' abilities in planning, performing and evaluating in relation to physical competencies, health and related fitness, safe practice and personal and social competencies.

Pupils' attainment should be recorded at the year end. The observations will be used to plan further work and will be reported to parents in annual school reports.

EQUALITY OF OPPORTUNITY

All pupils, including those with SEN and disabilities, have an equal opportunity to become independently active. The pupils' needs and interests will be protected regardless of gender, culture, ability, disability or aptitude. All children will be given the opportunity to develop their capability in the attainment targets for P.E. Quality and excellence should be the target for all children. Physical Education experiences will reflect the school policy on promoting equal opportunities for all pupils in terms of organisation, opportunities and access to resources.

INCLUSION

It is a strong feature of our school that all children are encouraged to engage as fully as possible with PE activities. The school works closely with the Physical and Sensory Unit to gain advice and support where adaptations and adjustments need to be made to ensure full participation.

Talented pupils are selected to represent the school in competitions and the most talented are nominated for trials at club and county level.

See Appendix; Students with Special educational Needs and Disability.

CROSS CURRICULAR LINKS

Children's entitlement to a balanced curriculum requires the recognition of P.E. as a valuable contribution to cross curricular work. Staff will consider the links P.E. has with other subjects and how it can enhance these subjects and vice versa.

From time to time there are specific focus days e.g. Active Playgrounds, sports days.

HEALTH AND SAFETY

“It should always be remembered that all physical activity involves risk. Staff should not seek to eliminate risk. Over caution can result in sterile, meaningless activity and can limit participant's ability to benefit from a physical activity in terms of learning, motivation and ultimate fulfilment, or deprive them of it altogether.”

(Safe practice in physical education and school sport 2012)

See Appendix; Safe Teaching: A Summary

Before any physical activity takes place, teachers must carry out a risk assessment to decide;

- If the environment is suitable for the planned activity to take place.
- If any known pupils' medical conditions have been met eg inhalers
- Clear consistency in the implementation of policy and procedures (eg correct footwear, no jewellery, long hair secured back))
- Consideration has been given to understanding pupils' individual needs including limitations and disability
- Planning of the lesson includes a well thought through warm up, lesson development and warm down. Consideration is also given to the setting up and putting away of any apparatus.
- Levels of supervision are appropriate ie group size, more than one adult present when swimming (silent drowning)
- Well-developed observation skills. This is the ability to analyse and evaluate pupil responses to particular tasks. This is essential to safe teaching (eg levels of tiredness, frequency of head counts)
- Lessons are orderly and well organised. Poor discipline on the part of staff or reckless behaviour or lack of concentration on the part of the pupil(s) cannot be tolerated within the context of physical activity.

CLOTHING AND FOOTWEAR

Pupils should always wear appropriate clothing and footwear for each activity.

Indoor activities – White tee shirt, blue shorts and pumps (not trainers) or bare feet.

Outdoor activities – tracksuits and trainers in winter/shorts and tee shirt in summer.

Swimming –girls should wear a one piece swimming suit and cap.

Boys should wear trunks (not 'Bermuda' style)

Goggles are discouraged from being worn for lessons.

Pumps may be removed for Gymnastics and Dance.

Teachers are also expected to wear appropriate clothing when teaching PE.

Changing

Changing for all P.E. lessons is done in the classroom. Year 4, 5 and 6 children (particularly girls) have the option, or may be encouraged, to change in the toilet areas or separate cloakroom (eg Y6 Cloakroom area)

Jewellery

No jewellery is allowed at any time. Watches, rings etc. should be removed at the beginning of the lesson. Pupils with newly pierced ears are unable to participate in practical aspects unless the earring can be removed. It is not acceptable to cover the earring with a plaster. Children who are not participating in physical activities can be involved in planning, coaching and evaluation. Staff are also required to complete the 'non-participation' form for their records.

Hair

Long hair should always be tied back with a simple band and all novelty clips and apparel removed. This includes any 'Alice' bands. (No bobbles, combs, beads etc are allowed).

Equipment

This is checked annually by a specialist company (see office records). Any unsafe equipment should be reported to the P.E. Co-ordinator or Headteacher as soon as it is noticed.

Behaviour

Safety is a key issue and an important part of the Physical Education curriculum. From the first lesson pupils should be made aware of the need for responsible behaviour. Any child not following simple rules of behaviour or reasonable requests from the teacher to stop what they are doing must be removed from the activity.

Non-Participation

The teacher should complete a 'non-participation' form. Pupils are then required to observe the lesson, supporting with coaching or refereeing. Parental notes should be received if a child is excluded for any short or long term health reason. Parents are asked to complete a form stating that the child is unable to participate in P.E. and consequently outside in playground activities eg playtimes and dinner times. In exceptional circumstances following the receipt of medical advice from a health professional, adaptations to this clause may be made. For example a child may be allowed to be exempt from PE but still able to access the Playground.

The teacher must:

- Be aware of the requirements for pupils to fulfil the N.C. programmes of study.
- Be aware of the need to provide for pupils safety and protection.
- Be sensitive.
- Keep a record of non-participation and the reason for this.
- Communicate with parents when non participation issues arise through a standard letter sent home with the child (see attached copy)
- Keep the P.E. Co-ordinator informed of persistent non-participants

Early Years Foundation Stage

In the Early Years Foundation Stage at Mount Pleasant we aim to provide the children with a wide range of physical activities and experiences to motivate them to be active. We provide children with equipment and resources that are sufficient, challenging and interesting and plan activities that offer plenty of opportunities for physical activity.

The Physical Development activities on offer to children in the EYFS at Mount Pleasant are:

- Joining in with action songs and rhymes.
- Joining in with circle games.
- Riding bikes, scooters and wheeled vehicles.
- Using the climbing equipment in the yard to climb, slide, swing and hang.
- Playgroup, Nursery and Reception each have an allocated time to use the astro each week for various activities such as races, obstacle courses, bat and ball skills etc.
- Nursery and Reception have hall time each week where the children take part in dance, gym, games and apparatus sessions.
- Nursery Parent in Partnership Active Bag sessions.
- Reception class also have use of the Active Playground equipment.

Subject Content – National Curriculum 2014

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 co-ordination, 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 coordination, and being able 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:

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 and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance./
- 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, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25m.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.