

Renishaw Primary School
Respect Pride Success



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PE Policy

Renishaw Primary School Physical Education Policy 2017

Sam Rodgers – PE Subject Leader.

Introduction

At Renishaw Primary School we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. The selection of suitably differentiated and logically developed tasks, will help pupils, irrespective of their innate ability, enjoy success and be motivated to further develop their individual potential and take part in lifelong physical activity.

Providing a balanced range of individual, paired and group activities, in addition to, co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. These activities, experienced within a broad physical education curriculum, aim to promote a broad base of movement knowledge, skills and understanding. They also intend to develop the pupils' ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with our work on maintaining our healthy school's award status.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, numeracy, PSHE, science and ICT skills.

Curricular 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

High quality PE and School Sport

What is high quality PE and school sport?

'High quality PE and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities in line with their abilities'.

The basic principles of high quality PE and sport

High quality PE and sport always:

- Enables all young people, whatever their circumstances or ability, to take part in and enjoy PE and sport, promotes young people's health, safety and well being
- Enables all young people to improve and achieve in line with their age and potential
- The impact of high quality PE and school sport on young people and schools

When PE and school sport provision is of the highest quality, all young people will, to the best of their abilities, develop and demonstrate the following personal qualities:

- a strong desire to learn and make progress;
 - high levels of dedication, attendance and involvement in PE and school sport; high levels of commitment to PE and school sport
 - good levels of positive behaviour such as politeness, fair play and helpfulness; and
 - high levels of enjoyment and enthusiasm and a strong desire to get involved
- developing these personal qualities affects young people's attitudes to school and learning. This has a positive impact on the whole school and can lead to whole school improvement.

We want our pupils to:

- show commitment to PE and school sport
- know and understand what they are trying to achieve
- understand that PE and sport are part of a healthy, active lifestyle
- have the confidence to get involved
- have the skills and control that they need
- willingly take part in a range of activities
- think about what they are doing and make appropriate decisions
- show a desire to improve and achieve
- have stamina, suppleness and strength
- enjoy PE and school sport

Entitlement

All children are entitled to a progressive and comprehensive Physical Education programme, which embraces the Statutory Orders of the National Curriculum NC and foundation stage guidance, which takes account of individual interests and needs.

In the Foundation Stage, practitioners should:

- Plan activities that offer appropriate physical challenges
- Provide sufficient space, indoors and outdoors, to set up relevant activities
- Give sufficient time for children to use a range of equipment
- Provide resources that can be used in a variety of ways or to support specific skills
- Introduce the language of movement to children, alongside their actions
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

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

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.

As at Renishaw Primary School we hold physical education in such high regard, we consider teaching children the fundamental movements and skills all the way through the school. All lessons start with short activities focussed on improving foot work, agility, balance and co-ordination. We feel that these activities will provide children with the skills they need to compete well in all sporting activities.

Swimming and water safety

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.

Equal Opportunities

All children should be provided with equal opportunities to participate in a curriculum where there are no barriers to access based on race, sex, religion, culture or ability. PE lessons should aim to provide quality experiences, which challenge all children.

Safe Practice in Physical Education (2012)

Safety Practice in Physical Education should be paramount when planning PE activities. All teaching and non-teaching staff should be aware of the following document and know where it is located in the school.

First aid equipment should be available, and all staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible.

Regular checks should be made on all equipment. The Co-ordinator should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the Co-ordinator when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately.

All large items of PE equipment are inspected annually by an independent safety officer under a contract. ('Continental Sports' undertake this task, usually in the summer term).

Children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.

Children should be made aware of safe practice when undertaking any PE activity, (e.g. not lifting hockey stick or cricket bats dangerously, not jumping or running in front of others, etc).

Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery. It is recommended that children do not wear any jewellery for PE lessons.

Good class control is fundamental to safety.

Children must know the importance of responding readily to instructions (refer to school behaviour policy for procedures in event of unacceptable behaviour).

PE Kit

All children should have a clearly named PE kit at school every day.

Our PE kit consists of:

- A plain white t-shirt and blue or black shorts in KS1 and KS2.
- Trainers or plimsolls – that fit properly, can be properly tied up and are different to shoes worn in school.
- A PE bag – a proper bag clearly named, not a plastic carrier bag.
- PE kits should be taken home at the weekend and in the holidays for washing.
- Plain navy or black tracksuits may also be worn for outdoor activities in cold weather.
- Bare feet for gymnastics and dance produces better quality work, but the teacher should assess the condition of the hall floor before asking children to work with bare feet.
- No jewellery should be worn for PE (children wearing earrings that cannot be removed will be asked to cover them with Micropore tape).
- Long hair should be tied back.
- Children who persistently forget their own PE kit should be reminded of the importance of PE and, if necessary, a note should be sent to their parents asking for their co-operation.
- In the summer, children can wear hats and sun cream should be applied before children come to school.
- For Year 5 and 6 children, swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice or they are at a level that requires them.
- Children with long hair must wear swimming hats
- Children should only miss PE lessons on health grounds, if this is requested by their parents, either by direct contact with the school or in a note to the teacher.
- Non participants should be included in the lessons. They can take the role of an evaluator, coach, score keeper etc.

- Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE and be a role model.

Planning

The PE curriculum should be planned to provide a balance of activities within the Programmes of Study.

Part of PPA cover is undertaken by an outside sports agency who are expected to plan their own activities. They must ensure curriculum coverage and take responsibility for planning activities in line with the schools curricular aimed stated earlier in this policy. They are also responsible for ensuring that children are changed appropriately before and after their P.E. lesson and once dressed, taken back to their next activity.

The long term and medium term plans, all units of work, resources and other useful resources are all stored on the school network. All lessons should include heart-rate raising warm-up activities, mobility exercises and stretches before the main task, and cooling down activities at the end. All lessons should also include aspects of the curricular aims listed on p10 (acquiring and developing, selecting and applying, improving and evaluating, knowledge and understanding of fitness and health).

For gymnastics lessons teachers should plan an appropriate apparatus layout to match the respective learning theme. Group apparatus cards are a useful visual teaching aid. Opportunities should be taken where appropriate to make links between aspects of PE and other subjects across the curriculum. P.E. can also be used creatively to help children develop thinking skills.

Swimming lessons take place at Eckington Swimming Pool, for all Year 5 and 6 pupils. They will also receive one session on Water Safety and a gala is organised by the SSP which we try to regularly attend.

Sports coach

Some classes will have the benefit of working with a P.E. coach. In these circumstances, staff are expected to also change for the P.E. sessions and to take an active role in these. The sports coach may split the class and ask the teacher to take half mirroring his activity or undertaking an activity differentiated to the group.

Implementation and Challenge

The following should be considered when planning lessons to ensure progression:

- Making links between previous experiences and new skills
- Setting tasks which develop new knowledge and understanding
- Moving from familiar to unfamiliar contexts
- Planning to include elements of difficulty, variety and quality within each activity
- As children become older and more mature, progression should involve:

- The application of existing skills and knowledge to more complex situations, e.g. working in larger groups, using different apparatus etc.
- Increasing confidence to work independently
- Developing children's ability to assess their own work and that of others, against criteria decided by themselves.

Quality PE lessons should include challenges for pupils, which involve developing:

- Feeling of improvement
- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair

Differentiation

As all children have differing needs, abilities and interests, it is necessary to develop differentiated tasks so that all children are appropriately challenged to achieve successful outcomes. Children's self-confidence in their abilities within PE is crucial, and teachers must be sensitive to the range of demands, which may be made. Differentiated learning tasks must be identified on the short-term plans.

Teachers decide pupil groupings for PE. These may be sometimes by ability, behaviour and or children's choice. Children knowing their 'PE groups' helps the organisation of lessons, particularly in small group games and dance and gymnastics compositional work.

Time Allocation

At Renishaw Primary School we aim to provide all of our pupils with at least 2 hours of high quality PE, sport and physical activity each week (see sections below on daily physical activity, active lunchtimes, out of school hours learning and Sports coach times). We will also be working on increasing this to up to 5 hours per week, in line with Government expectations, through further extra-curricular and/or community programmes. The hall is timetabled for two sessions per class per week where possible.

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. The sports hall means that lessons that were going to be outdoors can be done in the sports hall.

On no account is PE to be used as a sanction.

Active Lunchtimes

At lunchtimes pupils are supervised by trained Mini Leaders who provide purposeful skill and health enhancing activities that aim to improve behaviour, attitudes to learning and healthy living. These will be monitored by both the sports coach and the subject leader.

Bronze Ambassador Award

This is a programme of sports leadership training that we run for pupils in Year 5 and 6. The role of the Ambassadors is to inspire pupils and students in their school to be involved more in sport and leadership.

Roles and responsibilities of a Bronze Young Ambassador for 2013/2014:

- To attend Young Ambassador training lead by Gold and Platinum YAs
- To use the inspiration of the Olympic and Paralympic Games to increase participation in sport and leadership, and promote healthy active lifestyles amongst other young people through taking a lead role in the 'Inspire+ Legacy Challenge
- Support the Inspire+ Mini Olympics
- To assist teachers in PE lessons
- To support or lead lunchtime clubs
- Help to run intra sport competitions (Competitions within school)
- Establish and maintain a notice board for sport and Young Ambassadors
- To be part of a sport committee alongside a school council to discuss sporting opportunities in school

Out of School Hours Learning

Renishaw Primary School has begun to offer a wider range of lunchtime and after school sports opportunities. These are open to any pupil in the relevant year group. Staff will assist lunchtime supervisors by providing lists of pupils who will need early access to the dining hall etc. Staff will notify pupils of any cancellation or rearrangements of clubs as soon as possible.

Many new clubs run by the sports coach or by members of staff have been set up this year. Where possible, staff members who express an interest in an area of P.E. will receive the relevant training to allow them to improve the P.E. provision within our school, and where possible staff will undertake new clubs in pairs as their time, effort and good will is appreciated by the school.

Associated policies

- health and safety
- Safeguarding
- Equal opportunity
- Dress code
- Curriculum

Date approved by the Governing Body _____ 2017 Minute No: _____

Date to be reviewed by the Governing Body _____ 2018

Signed:

Chairman of the Governing Body