



Physical Education Policy

'I have come so that they may have life and have it to the full.' John 10:10

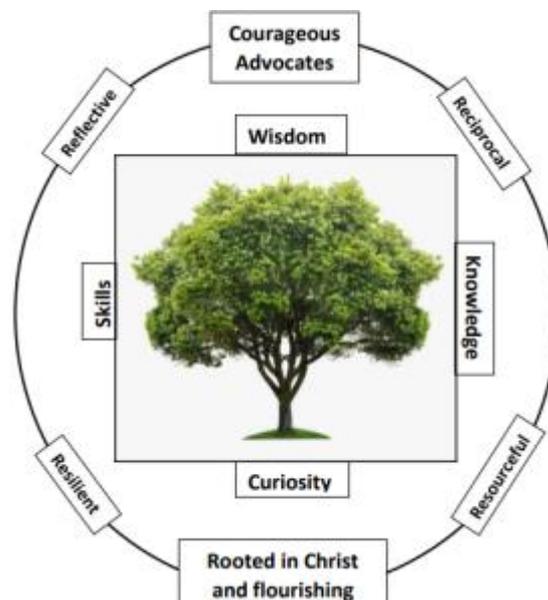
Our Mission Statement

Our Christian family leads and encourages everyone to:

- Flourish; soar in faith and talents
- Serve others courageously
- Be excited and curious to learn

We do this within our safe, happy, diverse and nurturing Christ centred environment ensuring 'all have life and have it to the full' John 10:10

We are God's children doing God's work.



WHITTLE-LE-WOODS C.E PRIMARY SCHOOL

POLICY STATEMENT FOR PHYSICAL EDUCATION

This policy reflects the school's values and philosophy in relation to the teaching of Physical Education. Whittle-le-Woods CE primary school considers that Physical Education is an essential part of its broad and balanced curriculum offered to all pupils in the school and it is taught within a Christian context.

Philosophy

A high-quality physical education curriculum 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 values such as fairness and respect. Values that reflect the spirit of sport are woven throughout and celebrated. Every child's journey to a healthy, active lifestyle matters and so they are celebrated for their effort, determination and progress. Regardless of ability, children should have the opportunity to thrive with dignity, self-belief and respect as part of physical education curriculum. We uphold this by:

- developing competence to excel in a broad range of physical activities
- being physically active for sustained periods of time
- engaging in competitive sports and activities
- developing and demonstrating the spirit of sport through respect, self-belief, honesty, determination, passion and teamwork
- leading healthy, active lives to develop physical and mental wellbeing
- celebrating every achievement in physical education and sport

Through curriculum P.E., we lead by example as our children learn from others setting the example of how to represent themselves through sport. We reflect on courageous advocates of the past and present who have paved the way in sport by representing equality and respect for all no matter their gender, disability, race or religion. We teach our children that everyone deserves to have dignity and feel like they belong in sport no matter who they are or where they come from. This is evident within our P.E. curriculum by giving all children

the chance to learn, to lead, to challenge, to perform, to play, to be part of a team and to reflect and evaluate on themselves and others building their self-belief and worth.

Mission Statement

Our school mission statement underpins all we do.

Our Christian family leads and encourages everyone to:

Flourish; soar in faith and talents

Serve others courageously

Be excited and curious to learn

I have come so that they may have life and have it to the full. John 10:10

Within the PE curriculum children will be encouraged to use their God-given talents to benefit others. Examples could include:

- Y6 Sports Captains supporting younger children during competitions and sporting activities within school
- Y4 PALs leaders to lead active lunchtimes with infants
- Children talented in specific sports to help develop the sport within the wider school
- Supporting and developing charitable events e.g. sponsored swimming

Chorley School Sports Partnership

Our school works closely with the Chorley School Sports Partnership. Gemma Stokes, the SSCO, has a key role within this partnership along with our PLT (Primary Link Tutor). Through this partnership we had these aims:

- 1) To maintain at least 2 hours of high-quality Physical Education a week for all children.
- 2) To provide 30 active minutes each for every child in school.
- 3) To increase participation in intra competition.
- 4) To increase participation in inter competition.
- 5) To increase the number of sports provided by the school.
- 6) To increase links with Community clubs.

- 7) To identify gifted and talented children and track their progress ensuring they have opportunity to extend their skills.
- 8) To increase the amount of children that are involved in leadership in P.E and school sport.

National Healthy Schools Status

Our school has National Healthy School status. Our Physical Education and school sport is just one area that helps us maintain this status in the following ways:

- Pupils are provided with a range of opportunities to be physically active.
- Pupils understand how physical activity can help them to be more healthy, and how physical activity can improve and be a part their everyday life.
- The school provides clear leadership and management to develop and monitor its physical activity policy.
- There is a whole school physical activity policy – developed through wide consultation, implemented, monitored and evaluated for impact.
- The school ensures a minimum 2 hours of structured physical activity each week to all of its pupils in or outside the school curriculum.
- The school provides opportunities for all pupils to participate in a broad range of extra- curricular activities that promote physical activity.
- The school consults with pupils about the physical activity opportunities offered by the school, identifies barriers to participation and seeks to remove them.
- The school involves Schools Sports Coordinators and other community resources in provision of activities.
- The school encourages pupils, parents/carers and staff to walk or cycle to school under safe conditions.
- The school gives parents/carers the opportunity to be involved in the planning and delivery of physical activity opportunities and helps them to understand the benefits of physical activity for themselves and their children.

- The school ensures that there is appropriate training provided for those involved in providing physical activities.
- The school encourages all staff to undertake physical activity.

National Curriculum P.E

PE in the National Curriculum is arranged in Programmes of Study and end of Key Stage statements.

Learning experiences will be provided within the guidelines of the National Curriculum in P.E and the Foundation Stage for their appropriate age.

As in other areas of the Primary Curriculum, the physical education programme should provide a broad and balanced curriculum.

In the Foundation Stage, there will be opportunities for these four areas of activity within the physical and creative development and knowledge and understanding of the world:

- Games
- Gymnastics
- Dance
- Outdoor Education

Key Stage 1

Pupils will 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 will 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 will 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 will 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 will enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils will 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.

Swimming and Water Safety

Pupils will 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

General Requirements

Pupils should be able to:

Physical

- Be physically active
- Use whole body and flexibility and strength and endurance
- Consolidate skills, practice and repeat
- Adapt good posture and use body correctly
- Lift, carry and place equipment

Independent Learning

- Demonstrate knowledge by doing and saying
- Use appropriate terminology
- Problem-solving
- Evaluate and modify
- Wear appropriate clothing, footwear and protection

Safe Practice

- Be concerned for self and others at all times
- Prevent injury by warming up and cooling down
- Observe good hygiene
- Understand and implement safety rules on clothing, footwear and jewellery
- Respond readily to instructions, rules and codes

Positive attitude

- Play fair and with honesty
- Cope with winning and losing as part of working as team
- Appreciate own and others strengths and weaknesses through self-belief and respect
- Personal challenge to build a sense of passion and determination

Processes in P.E

The National Curriculum identifies three processes as being fundamental to being physically educated.

- 1) The ability to plan – children know what they want to do/ intend to do and organise their thoughts.
- 2) The ability to perform – to practise, to refine, to adapt and to improve.
- 3) The ability to evaluate – children to describe, analyse and review what they and others were doing.

These are supported by three strands:

- 1) The ability to apply health and fitness principles.
- 2) The ability to apply safety principles.
- 3) The ability to work independently and with others.

Organisation of P.E within school

A scheme of work, based on the Lancashire Scheme of work, provides the structure for the teaching of P.E in the school, through six areas of activity.

- Gymnastics
- Games
- Dance
- Outdoor and Adventurous Activity
- Swimming
- Athletic activities

Gymnastics

In Gymnastics lessons in the Foundation Stage and key stage one, are based on themes such as travelling, body shape, balance and transference of weight. This is extended in key stage two so that the children are having opportunities to make increasingly challenging and complex movements.

Foundation Stage and Key Stage One

A unit of work in gymnastic activities often involves round a specific aspect of movement. Possible units of work are listed below:

Travelling involving use of space, different ways of using feet, travelling using hands and feet and travelling on large parts of the body.

Body shape, curling, stretching, twisting and turning. This should emphasise curling and stretching and the contrast between these movements.

Supporting body weight holding body weight in stillness using different parts of the body on bases with emphasis on hands and feet.

Dance

In Dance there are five basic actions:

- 1) Gesture i.e. movement with does not involve a transference of weight.
- 2) Travel i.e. transferring weight using the general space.
- 3) Balance i.e. the ability to go and stop and control the equilibrium.
- 4) Jump i.e. to launch the body into the air and come back down again.
- 5) Turn i.e. movements involving rotation around an axis.

There are three mechanical actions:

- 1) Bend
- 2) Stretch
- 3) Twist

Dance is organised in units of work within the scheme.

Outdoor and Adventurous Activities

Outdoor Education can play a valuable role in the personal development of a child. It can foster qualities of leadership, cooperation and the ability to act as a member of a group through problem-solving situations. This can be achieved through manageable and controlled situations that do not require certification or specialist equipment but still have safety paramount in any practice.

Outdoor Education can take place within the school ground utilising the natural environment of the classroom, hall and playground and field with equipment that is readily available in school. It could also take place around the school such as Cuerden Valley.

Outdoor Education has great potential for cross-curricular work in the classroom in particular with relation to the Geography programme of study at Key stage 1 and 2. It also encompasses any educational visit or school trip with the children being involved in discussing and planning details for their trip such as suitable clothes to wear, safety procedures and looking at maps of where they are going.

Swimming

All children will go swimming at Whittle-le-Woods C.E school. At present this takes place in Year 4. They follow the Lancashire Swimming Policy and are taught hygiene codes. The lessons are aimed at developing confidence and a variety of stroke technique will be taught. Children are also taught the principles and skills of water safety and survival skills.

It is the aim that all children will be able to swim 25 metres.

The swimming teachers strongly recommend that children learn to swim without goggles in order to ensure their safety and competence in real life water safety situations.

Athletic Activities

Athletics is composed of three basic movements:

- Running
- Jumping
- Throwing

At Key Stage one the children will have the opportunity to develop their movements in Gymnastics and Games.

At Key Stage two the children will have the opportunity to build upon and consolidate these skills through activities such as sprinting, developing different types of jumps, and developing different throwing techniques.

Games

Games provides the opportunities to:

- 1) Develop special manipulate skills and dexterity
- 2) Develop the child's competence in playing and understanding games.

Games can also contribute to:

- 3) The development of individual qualities.

In Key Stage one we aim to provide the children with opportunities to explore and experiment with a variety of equipment.

We teach footwork activities – walking, running, jumping, hopping, skipping and kicking.

We introduce sending and receiving skills using a wide range of equipment.

In Key Stage two we aim for a progressive improvement in all basic skills so that a child's games education can be extended to include appropriate versions of a good range of games.

We develop these skills by considering a games classification such as:

Invasion games - hockey, netball, tag rugby, football and bench ball.

Net/ Court games – short tennis and badminton.

Striking and fielding games – rounders and Kwik cricket

Children are also given time to develop their own games, devise rules and scoring systems.

We teach small sided games and aim to develop excellence in the work/play but we do not develop excellence for a few during curriculum time. Many sporting clubs exist outside curriculum time for the children to participate in.

Safe practice in P.E

This school follows the safety requirements as laid out by Lancashire Education Authority within their document "Safe Practice in Physical Education and School Sport". It has recently been updated and a new copy of this document is available from the Headteacher and P.E coordinator. There are also risk assessments that have been carried out to ensure safe practice in P.E in the differing activities and locations around the school.

Checklist for P.E lessons

Before the lesson

- Are the children suitably dressed?
- Is their footwear suitable? (No socks only allowed)
- Have you changed into suitable footwear and clothing?
- Have you collected hazardous items? (e.g. watches, rings, chains, no earrings to be worn)

In the hall

- Does your signal to stop immediately produce every child to stop, look and listen?
- Have you checked the floor for food or other slippery areas?
- Is the apparatus safely stored?
- Are the children lifting and carrying the apparatus correctly?
- Report any defective piece of apparatus to the P.E coordinator or Headteacher immediately and do not use it.
- Are mats placed where they are needed? Mats placed under climbing frames only to be used for dismounting. The mats in school are safe for controlled landings but if a child jumped or fell, the mats are not crash mats and do not give.
- Are you in a position to see the whole class working all the time?

On the playground or on the field

- Does your signal to stop immediately produce every child to stop, look and listen?
- Have you checked the ground or grass for glass, cans and other dangerous objects?
- Are the children lifting, carrying and using the equipment safely and correctly?
- Are you in a position to see the whole class working all the time?
- Have you locked the school gates?

Please see the risk assessments for more details.

P.E kit

Children should have a complete change of clothing. They should be aware of why they have changed their clothes.

Recommended kit

Indoor activities

Plain white t-shirt (with school logo optional)

Plain black/ dark shorts

Pumps

Outdoor activities

Plain white t-shirt (with school logo optional)

Plain black/ dark shorts

Trainers or pumps

During periods of cold weather, the children can bring tracksuits.

Long hair should be tied up for all activities.

No jewellery to be worn including fitness watches.

The Development of Independent Learning in P.E

Opportunities are provided within P.E for children to develop skills of independent learning through investigation and problem-solving.

Teaching strategies to promote independent learning includes whole class teaching and smaller group teaching. In addition children are encouraged to learn on an independent basis and find things out for themselves. Emphasis is placed on questioning, reasoning and teamwork.

Time allowance for P.E

Each class is timetabled for two sessions of P.E, which may be taken in the hall or outdoors. The hall timetable is flexible and sessions may be swapped by arrangement between individual class teachers. Every child in the school should have the opportunity to access at least 2 hours of high-quality Physical Education and school sport each week as well as 30 active minutes each day to be timetabled by the class teacher.

Progression and Continuity

Subject planning and evaluation will be carried out by the class teacher using the school's scheme of work to ensure progression and continuity.

Assessment and Record-keeping

This will best be achieved by a continuous process of observation by the class teacher, based on the knowledge of the pupils and the context of the work. There will be occasions when a video camera will be used to gain more assessment material for the teacher and the children to analyse and evaluate. Teachers will keep their own records of children's progress, skills and abilities in line with the whole school assessment policy and make final comments on the child's curricular record.

Role of the P.E coordinator

The P.E coordinator has many tasks to ensure the provision and quality of Physical Education is maintained at a high standard. The P.E coordinator will have these aims:

- Improving planning and teaching
- Strengthening teacher's subject knowledge
- Management and leadership of subject in school
- Role of the PLT (Primary Link Tutor) in conjunction with the Chorley Sports Partnership.

In order to achieve these aims the P.E coordinator will:

- Observe teachers and pupils in both key stages and in all areas of activity
- Review schemes of work regularly and ensure all teachers are following them correctly through observations and discussions.
- Ensure assessment and record-keeping procedures are being followed and are being used to inform planning
- Support colleagues by demonstrating and offering advice.
- Extend teachers and own subject knowledge through INSET, courses and staff meetings.
- Provide extra curricular activities for all children including making use of AOTT's and developing links with outside agencies.
- Keeping check on resources by organising and replenishing appropriately.
- Continue to evaluate provision for Physical Education regularly in school and promote Physical Education as a valued area of education.

Use of I.C.T

The children will be given the opportunity to use I.C.T to make a link to the P.E curriculum. They will use a video camera and digital camera to record performances. These recordings and still images will be used to analyse, evaluate and improve the children's performances. The children will make use of the internet to research health-related aspects of Physical Education. The children will use word processing package to record the order of sequences in gymnastics and dance.

Cross-curricular links

P.E provides opportunities for cross-curricular links with Science, English, P.S.H.E, Geography, Music and I.C.T.

Extra curricular clubs

A range of extra curricular P.E activities are provided within school to include all children in the school at some point throughout the year. These activities include:

- Hi-fives netball
- Judo
- Football
- Multi-sports
- Multi-skills
- Cross country
- Gymnastics
- Cricket
- Dance
- Badminton
- Rugby
- Tri Golf
- Orienteering
- Rounders

The school also competes against other schools in a variety of sports.

Children with Special Educational Needs

Teachers need to match task and resources to the needs of the pupil. The planning of physical activities should be based on knowledge of the pupil's abilities and this may involve breaking down an activity into a series of small achievable steps. More able pupils should be set tasks which represent a

challenge to their abilities. The Lancashire Scheme of work has details of how to provide differentiation and inclusion in PE.

Children with physical disabilities will have an equal opportunity to participate in all P.E related activities. This principle is attainable through the help of classroom assistants, SEN support teachers, inclusion and equal opportunities. Teachers should, where appropriate, work closely with the above people who may be supporting the pupil.

Excellence in P.E

We promote excellence through presentations, public displays, celebration of success, cater for upper range as well as lower. We promote the effort and values within sport and so reward children for demonstrating respect, honesty, determination, self-belief, team work and passion. We celebrate pupil's achievements in many different activities. For example, the school sports day, football, cricket, badminton, netball, athletics and cross country to name but a few. In all areas we aim to challenge the pupils, yet enable them to achieve success at all levels.

Parental Involvement

Parents are encouraged to become involved with extra-curricular activities where appropriate but staff should be aware of the health and safety implications and must be CRB checked, if left alone with the children.

Transporting children to sporting events/ festivals

There may be many times during the school year that parents and teachers may be required to transport children to sporting events or festivals at a variety of venues. All of these people must have the correct insurance including 'the use of business of the policyholder in connection with his or her business.' They must ensure their car is roadworthy. No parent or member of staff will transport only one child on their own. At the beginning of the school year, all parents and staff willing to transport children will sign a form to indicate they have the correct insurance and their car is roadworthy.

Evaluation

The P.E curriculum will be reviewed, evaluated and modified as necessary and an annual subject development plan will be drawn up to inform the whole school development plan.

Resources

It is important that resources are looked after and put away properly. Due to the lack of storage space available, it is unsafe for children to get out and put away PE equipment. The PE coordinator keeps a regular check on equipment to ensure all the necessary resources are there. However, if anything is missing or not available please speak to them for assistance.

PE Policy April 2022