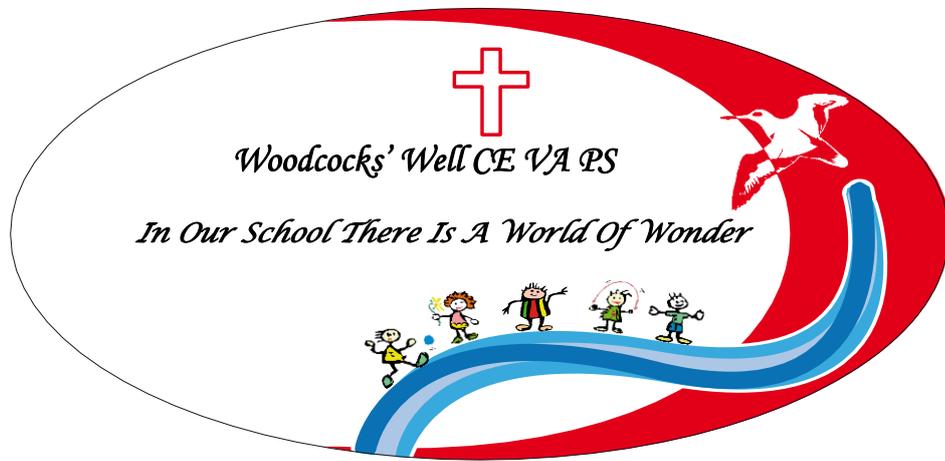


# Woodcocks' Well Primary School PE Policy



Written by Victoria Booth (PE Coordinator)

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At Woodcocks' Well Primary School, we believe that Physical Education and sport have a vital role to play in the physical, social, emotional and intellectual development of children. Physical education provides opportunities for pupils to be creative, competitive, co-operative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards healthy and active lifestyles.

The physical education curriculum at Woodcocks' Well, aims to provide for pupils increasing self-confidence through an ability to manage themselves successfully in a variety of situations. We are committed to achieving maximum participation for all children whilst recognising the need for equal opportunities on the grounds of gender and children's individual needs. Children will have the opportunity to take part in a wide range of sports and physical activities, carried out in a safe and supportive environment, where effort and hard-work, as well as success, is celebrated and enjoyment and team work is celebrated.

We are further committed to recognising the importance of physical activity of children outside of the curriculum. We believe that links with other primary schools, visits to our local high schools and the provision of extracurricular activities is a positive experience and that the recognition and celebration of children's participation in sport and sporting achievements outside school promote an awareness of the value of physical activity for all children.

Use of PE funding is carefully planned to enhance the PE curriculum; building in curriculum breadth, PE facilities and training opportunities which will benefit the children now and in future years.

## **Objectives**

- To provide a curriculum that satisfies the requirements of the National Curriculum
- To provide up to two hours of high quality physical activity per week for all children.
- To provide an environment in which children enjoy and are committed to PE and sport.
- To provide learning outside the classroom opportunities, providing children with a broad experience of outdoor activities using facilities within the school grounds and also during educational residential visits.
- To ensure that all children understand that physical activity is an important part of a healthy lifestyle, including social and emotional well-being and healthy eating; both in and out of school, now and in the future.
- To provide *all* pupils, irrespective of ability, opportunities to experience and succeed in stimulating PE and sport.
- To provide opportunities, within school (intra) and between schools (inter), for pupils to participate in a range of competitive and challenge-type activities.
- To develop competence in the fundamental movement skills and control in gross and fine motor skills.
- To develop stamina, suppleness, strength and agility and the determination and resilience to keep going.

- In lessons, to establish: clear learning objectives and success criteria, opportunities for children to demonstrate their knowledge, understanding and competence, challenges to enable pupils to select and use skills with regard to tactics and composition and other opportunities for pupils to communicate, solve problems and make decisions.

In order to develop and maintain high standards of PE and sport at Woodcocks' Well we aim for our PE lessons to include challenges for all pupils, which involve developing:

- A sense of accomplishment/achievement
- Learning new skills and a love of learning
- Physical health and well-being
- Skills to complete as part of a team
- A feeling of independence
- Show children how to improve the quality and control of their performance
- Develop the children's enjoyment of physical activity and sport through creativity and imagination
- An understanding of how to succeed in a range of sports and physical activities, and how to evaluate their own success.

### **Curriculum Planning & Assessment**

A two year rolling long term plan, established by the PE coordinator, with the support of the teaching staff, is reviewed on an annual basis to ensure that all children are being given the opportunity to progress their skills as they move throughout the school but are also exposed to new sports.

PE lessons taught by teachers are planned from the [PEPlanning.org.uk](http://PEPlanning.org.uk). This allows for monitoring of skills and planning to strengthen areas identified for further development using the assessment criteria and next steps.

In EYFS, opportunities are provided for children to be active and to develop their coordination, control and movement through moving and handling activities which involve a range of equipment and involved different spatial experiences. **The lessons are timetabled as follows:**

- \* one hour per week structured lesson
- \* continuous provision for learning inside and outside the classroom.

Pupils in KS1 and KS2 engage in 2 hours of high quality PE each week.

In KS1, the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastics and dance activities.

In KS2 pupils continue to apply and develop a range of skills and units of work which include a range of invasion, net and wall, fielding and striking games, gymnastics, dance and athletics will be taught.

### **Planning for differentiation across the key stage**

Planning aims to include learning objectives that all can achieve within differentiated practice. The school uses the principle of STEP for adjusting lesson activities, for differentiation.

S – Change the space available

T – Change the time allowed

E – Change the equipment e.g. soft or larger balls, different sized bats.

P – Change the people e.g. the size of the groups.

Differentiation by support may also be achieved when children of low ability are given reassurance to help improve their confidence.

### **Swimming**

It is the school's aim for all children to be able to swim by the time they move to High School. In order to give every child the opportunity to achieve this, additional swimming lessons will be made available for Years 4,5 & 6 in the Autumn Term. PE funding will be used to target these non-swimmers.

### **Staffing / Staff Development**

Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class, with the support of the PE coordinator. It is important that all staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. It is further intended that staff are comfortable and competent in the area of activity being taught and where necessary additional support is provided by the subject leader, specialist sports coaches or outside providers. All staff who attend CPD courses provide feedback and share their information/learning.

### **Health and Safety**

Safety is paramount when planning PE activities.

The following guidelines are referred to by all teachers when planning their PE curriculums.

Health and Safety pointers are included in lesson plans and safety aspects are considered with the children prior to the task. Children are taught to develop their own ability to assess risks.

First aid equipment is available – first aid kits are located in all classrooms, the staff room and the hall. For outdoor PE, the teacher must take a first aid bum bag outdoors with them. All staff know what to do and who to call for assistance in the event of an accident (send two children to the main desk to ask for further assistance from admin staff - who are also designated first aiders).

- All large items of PE equipment are inspected annually by Sportsafe Ltd. under a contractual agreement
- Children are taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- Children are made aware of safe practice when undertaking any PE activity (e.g. not standing directly behind children when gymnastic moves are being carried out).
- Good class control is vital for safety.
- Children are aware of the safety risks involved in wearing inappropriate footwear, clothing and jewellery.

### **PE Kit**

Pupils change into their PE kit for all PE. Teachers wear appropriate sport wear, including suitable footwear as a role model to the children.

Pupils wear:

- Pumps or trainers for outdoor PE and indoor PE (excluding gymnastics and dance)
- Bare feet (gymnastics and dance)
- Black shorts
- White PE t shirt
- Swimming Kit (trunks and swimming costume – no tankinis)
- Black jogging bottoms/sweatshirt for colder weather.

Under no circumstances are children allowed to wear trainers, tights, or socked feet on apparatus as this can be very dangerous. Gymnastics and Dance are best suited to children working in bare feet.

Children only miss PE lessons on health grounds if this is requested by their parents by direct contact with the school.

Spare PE kits are kept in school and every effort is made to ensure that children take part in every PE lesson. If children are unable to take part in the PE lesson due to lack of kit or spare kit they will be expected to take part in another suitable activity e.g. refereeing the game, peer coaching through observations.

Children who persistently forget their PE kit are reminded of the importance of PE and after two offences; contact is made with the child's parents asking for their support and cooperation.

Long hair *must* be tied back at all times. *All jewellery* must be removed before the lesson. In the event that jewellery cannot be removed (e.g. newly pierced ear) sterile tape will be used to cover it. If necessary elements of the lesson will be adapted to reduce risk of injury.

### **Equal opportunities**

All children are provided with equal opportunities to participate in a curriculum in which there are no barriers to access it based on race, sex, culture or ability.

PE lessons aim to provide quality experiences that challenge children.

### **Inclusion**

Wherever practical, provision is made for children with special educational needs where it affects their performance in PE. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorder.

It is important to concentrate on what SEND children can do rather than what they can't. Staff must take reasonable steps to ensure this.

The school seeks to make best use of Pupil Premium (Plus) for eligible children to ensure that they benefit from all PE opportunities offered both during school time and out of school hours.

