

## **Physical Education Policy**

### **Introduction**

Bishop Carpenter Primary School believes 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 health. The physical education curriculum aims to provide for pupils' increasing self-confidence, 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. Planning 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. We aim to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

### **Aims**

Bishop Carpenter Primary School aims for children to be educated, experience, understand, apply and evaluate knowledge and skills in three areas; Physical Education, Healthy Lifestyles and Competitive Sport.

Bishop Carpenter Primary School aims to ensure that children:

- 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.

### **Objectives**

In Key Stage 1 children should develop fundamental movement skills, becoming 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.

Children 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.

In Key Stage 2 children 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.

Children will be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, such as basketball, cricket, football, hockey, netball, rounders, table tennis 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.

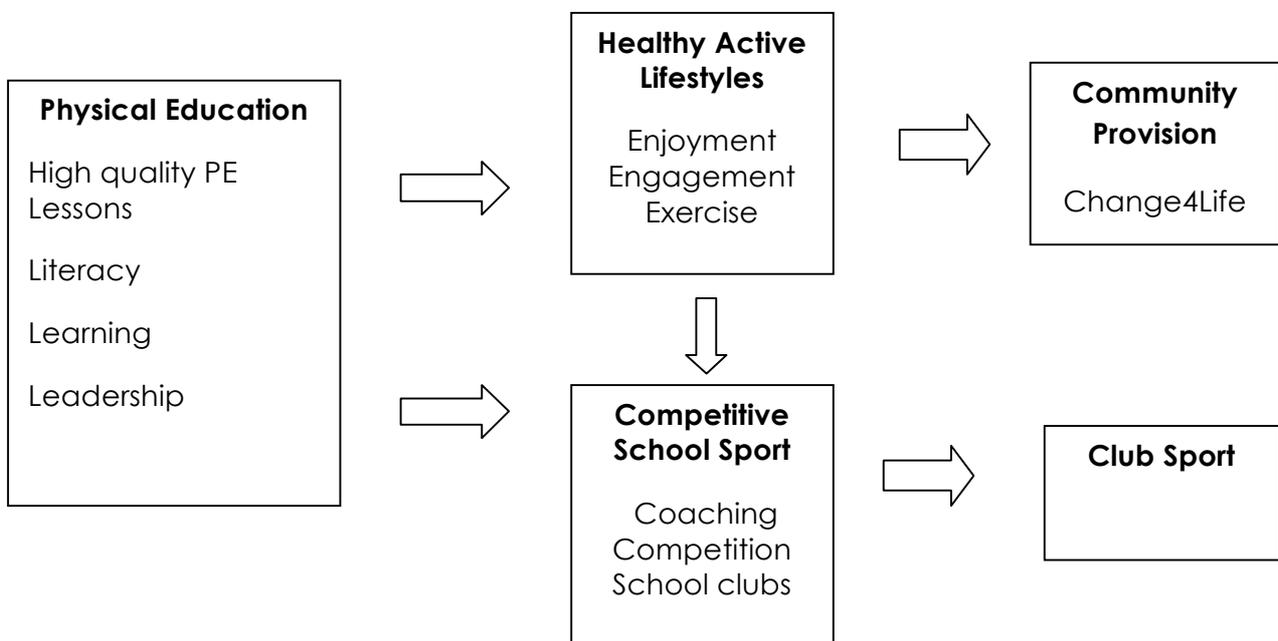
Bishop Carpenter Primary School will teach children in Year 3 to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively such as front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.

- Be given the opportunity to develop areas of activity of their choice in extra-curricular time.
- Make full use of the facilities here to prepare a child mentally and physically for key stage 3 and beyond.

### Organisation

The curriculum in this subject has been organised to ensure that children in all key stages have access to all areas specified in the National Curriculum and go beyond its statutory requirements, within School hours and as Extra Curricular activities/Out of School Hours Learning.



### Timings

All KS1 and KS2 classes are allocated 1 hour with PE Specialists and 1 hour with class teacher. All classes are timetabled morning and afternoon sessions.

### Planning

The Physical Education curriculum and scheme of work used at Bishop Carpenter Primary School covers all areas of activity outlined as statutory in the PE National Curriculum 2014. Each year group covers certain aspects of the curriculum during the child's time at the school. The curriculum map outline the PE activities covered in each term during the key stage.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Each child is also in a 'House' for inter-house competitions throughout the year. The winning team with the most points at the end of the academic year gets their name on our 'House' Trophy. Year 6 individuals are chosen as House/Team Captains.

### **The Foundation Stage**

We encourage the physical development of our children in Foundation as an integral part of their work. We relate the physical development of the children to the objectives set out in the EYFS Curriculum (setting the standards for Personal Development, Communication and Language and Personal, Social and Emotional Development for Children from Birth to Five Years of Age). We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Each class has a specific timetabled PE session each week as well.

### **Contribution of PE to teaching in other curriculum areas**

#### Literacy

PE contributes to the teaching of Literacy in our school by encouraging children to describe what they have done and to discuss how they might improve their performance which supports the speaking and listening strands of English. With the introduction of the School Sports Newsletter children will be able to write reports, recounts and instructions to be published in the newsletter after events.

#### Information and Communication Technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics, children make video recordings of their performance, and use them to develop their

movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

#### Personal, Social and Health Education (PSHE) and Citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

#### Spiritual, Moral, Social and Cultural Development

The teaching of the Olympic and Paralympic values offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. We aim to develop the whole child through these values; Respect, Teamwork, Determination, Passion, Honesty and Self-Belief.

#### **Teaching and learning style**

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children opportunity to both collaborate and compete with each other, and they have the opportunity to use a wide range of resources.

Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

In all classes there are children with differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

### **Assessment / Monitoring**

Teachers assess children's work in PE by making assessments as they observe them working during lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

The subject will be monitored and evaluated by the subject leaders as outlined in school's development plan for monitoring and assessment.

The PE subject leaders keep photographic and specific pupil monitoring forms as evidence. Particular chosen evidence is displayed on the PE Curriculum board (in the hall).

### **Inclusion**

All children will be included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the coordinator and SENCO (if applicable). Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE. (See SEN Policy)

Competitive sport – All children will take part in Level 1 competitive sport (inclusion) – these take place within school and are encompassed into interhouse competitions. Level 2a competitions are where the best at Level 1 are selected to compete

against other schools in all varieties of sport. Level 2b competitions are where the winning teams at Level 2a compete against other Level 2a winners in the North Oxfordshire area. Level 3 competitions are county level.

## Equal Opportunities Statement

In accordance with the school's 'Equal Opportunities Policy' all pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum for Physical Education. The Education Reform Act of 1988 gives children the entitlement to all areas of the National Curriculum. The Education Act of 1996 reinforces physical education as a foundation subject for all pupils.

## **Resources**

There is a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and the playing field for games and athletics activities. Year 3 swim at Sibford Gower School.

Training is always available to the staff at Bishop Carpenter C of E Primary School to ensure that standards of delivery are high. Our School has a subject Leaders (PLT) for P.E, who is responsible for keeping up to date with new developments and changes of requirements. Staff regularly attend courses offered by the county and partnership schools. Our SSCo Leaders and specialists implement the new movements and initiatives. Local coaches are often invited in to work along side staff and this has helped enormously to raise the standard of teaching in these sporting areas. Staff are kept aware of changes through staff meetings and emails.

## **Health and Safety**

Since this area now actually forms part of the new National Curriculum it is important we understand that the safety of children in lessons is paramount. The BAALPE publication 'Safe Practice in PE' is also available to all staff.

It should be noted that, in the event of an emergency, staff take the school mobile phone into PE lesson and First aid boxes are available from the staff room. (See Health and Safety Policy)

We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Indoor PE – pupils will be taught to handle equipment safely when lifting, carrying and placing. They will be taught how to put apparatus out and away safely.

Uniform – For indoor PE there is a school PE kit of navy shorts and a white polo/T-shirt. Children will have bare feet for indoor activities. For outdoor PE in warm weather the PE kit will be the same, although trainers or plimsolls may be worn. In cold weather children may wear tracksuits. For swimming girls must wear a one-piece swimsuit and boys must wear shorts or trunks above the knee. All pupils must wear a swimming hat.

Lost or forgotten PE kit – There is a limited supply of spare PE clothing that may be used. If a child persistently forgets kit, there is a standard letter sent to parents.

Ill health – In the case that a child is unable to take part for medical reasons a doctor's note must be provided.

For P.E. sessions:

- Pupils should remove all watches and jewellery (including earrings)
- Newly pierced ears (6 weeks) must be covered by the pupil with plaster or tape.
- Long hair must be tied back.
- Pupils should be responsible for the carrying of inhalers etc during P.E sessions.
- Staff should be dressed appropriately.

### **Extra-Curricular Activities/ Out of School Hours Learning (OSHL) Activities**

The PE specialists/leaders provide a range of clubs. These include Netball, Hockey, football, Cricket, Table Tennis and Multi-Skills. These encourage children to further develop their skills in a range of activity areas. The school sends details of the current club activities to parents at the beginning of each term. These opportunities foster a sense of team spirit and co-operation amongst our children.

### **Role of the PE Leaders**

The role of the PE Leaders involves:

- Producing a flexible scheme of work, with lesson ideas to support its implementation.
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Ensuring areas for lessons are safe.
- Assisting with recording keeping and assessment of the subject.
- Monitoring the teaching of the subject at school.
  
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensuring that pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents.
- Ensure standards remain high in each year group through effective monitoring of the subject.

### **Signed**

Head Teacher:.....

PE Leader:.....