

Lancasterian Primary school

Physical Education Policy



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Physical Education Policy

Policy Statement

Physical activity is essential for growth, development and promotion of a healthier lifestyle. Furthermore, it promotes social, emotional and intellectual development. At Lancasterian Primary we understand the importance of offering all children a broad balanced P.E. curriculum to develop their health, fitness and co-ordination, and to help them regard exercise as natural and enjoyable, laying the foundations for later life. We provide 2 hours of physical exercise each week to each child.

Aims

We aim to:

- Develop the appreciation of fair play, sporting and good relationships, co-operation and teamwork.
- Develop self-esteem and appreciate the capabilities and boundaries of oneself and others.
- Develop large and small motor skills, hand/eye co-ordination and spacial awareness.
- Increase flexibility, strength and endurance.
- Develop creativity and understanding of the purpose, forms and conventions of a range of physical activities.
- Develop confidence and encourage participation in physical activities outside school.
- Teach children the importance of exercise and keeping physically active.

Inclusion

All children will be expected to participate in P.E. except where a medical condition prevents them. In these cases, a note from home will be required. We take account of the particular needs of children and consider these by endeavoring to plan for situations in which they can all achieve.

Teachers will encounter a wide range of pupils with special needs, some of whom will also have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials.

A small number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities. Intervention, advice and support may also be provided by external agencies. Teachers will, where appropriate, work closely with representatives of other agencies, which may be supporting the pupil.

Equal Opportunities Statement

When planning, teachers should set high expectations encouraging growth mind-set and provide opportunities for all pupils to achieve, including boys and girls, pupils with special education's needs, pupils with disabilities, pupils from all social and cultural background, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. We are aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers will plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

Pupils with disabilities

Not all pupils with disabilities will necessarily have special educational needs. Teachers will act, however, in their planning to ensure that these pupils are enabled to participate fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Teachers at Lancasterian will take specific action to enable effective participation of pupils with disabilities by:

- a) Planning appropriate amounts of time to allow for the satisfactory completion of tasks
- b) Planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- c) Identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals

Early Years Foundation Stage

In the Foundation stage, the Early Years Foundation Stage Guidelines are followed and progression ensured using the Early Learning Goals. In Reception, children have opportunities for Physical development through timetabled hall sessions for Gym, Games and Dance. In Nursery and Reception, physical development is planned for on an ongoing basis through the outside classroom provision.

Key Stage 1 and 2

In Key Stages 1 and 2 the National Curriculum is used to plan physical Education lessons. At Lancasterian Primary School we use an online teaching resource called 'The P.E Hub' for Physical Education. Teachers are expected to plan lessons using this resource to support them and to differentiate lessons appropriately. The P.E. curriculum ensures progression is made from each unit taught as the children go up in year groups. In KS1 and 2 in the 1st lesson of each half term will be theory based and will focus on how to perform safe and effective movement, learn rules, perform strategies and tactics in a sport and gain a good understanding of the importance of health and fitness by participation in activities.

Swimming is taught by a qualified swimming instructor for Year 5 during Autumn Term, Year 4 during Spring Term and Year 6 during Summer Term. The children will attend weekly at Mattison Road Pool.

Additional sporting activities will also take place from outside Professional Sporting companies such as Tennis or Dance or Athletics on some occasions. This will be organised by the P.E coordinator.

Resources

Gymnastic equipment

KS1 have access to a climbing frame, benches, mats and horses in the ground floor hall. KS2 have access to a climbing frame, benches, mats and horses in the top floor gym. There are also basketball hoops and markings on the floor which can be used in various units of work to organise groups in.

Equipment / resources for Dance

A variety of P.E lesson plans to choose from which includes CDs. The P.E Hub dance videos are available for some units of dance.

Equipment for games

KS1 games equipment can be found in the KS1 hall as well as the PE cupboard next to the KS2 hall. KS2 games equipment can be found in the PE cupboard next to the KS2 hall.

Playground equipment / markings

Within the KS1 playground there is a climbing frame which can be used for outdoor adventure games. There is a large area where cones can be arranged to section off specific areas for learning. Playground markings in KS1 also encourage children to use literacy and numeracy skills in the playground.

Areas are available for P.E.

EYFS and KS1 have access to the KS1 hall for indoor P.E. and the KS1 playground for outdoor P.E. KS2 have access to the KS2 hall for indoor P.E and the KS2 playground for outdoor P.E.

Within the KS2 playground there is a climbing frame for outdoor adventure games. There are also football goals, netball and basketball posts to be used in units of work. The markings on the ground can be used for football / basketball matches or alternatively to set playing areas for groups of children within lessons.

Non-Participants / Weather provision / Allocation for P.E. lessons

- All children must participate in P.E. lessons. However, if a child has been excused from P.E for health reasons they must accompany the class to watch the P.E. lesson so learning can still take place. They can record the different and varied ways in which a piece of apparatus is used etc.
- All P.E. lessons must be delivered outdoors throughout the year unless dance or gym equipment is required to teach. Our school uniform policy is that children should wear clothing which they can do P.E in, e.g. joggers and a school sweater for cold weather conditions. If weather is dangerous for children to be outdoors (ice, snow, heavy rain) then lessons will need to take place indoors. (Teachers must try to use an alternative hall/ space where ever possible)
- All classes have been timetabled to carry out 2 lessons of P.E. a week which must take place.

Health and Safety in Physical Education

“Children need to be taught that activities are performed within a framework of rules which are made to provide a fair and safe environment.” Chedzoy 1996

Children at Lancasterian are expected to use the values characters to promote good attitudes to teaching and learning of P.E and behave in a considerate, responsible manner showing respect to other people and equipment. The children are taught to be aware of safety implications concerning themselves and others.

The children will be taught:

- a) To recognise hazards, assess consequent risks and take steps
- b) To control the risks to themselves and others
- c) To manage their environment to ensure the health and safety of themselves and others

In the interests of health and safety, it is important that children are dressed appropriately for P.E. sessions.

Suitable Clothing

To help with PE the whole school follows this uniform policy:

- Following our recent parent/carer survey, in September we will formally be introducing our new more relaxed uniform policy.
- Parents/carers are very welcome to begin implementing the new uniform immediately if they prefer, as part of a transition period.
- The new policy will make our uniform simpler, more suited to the children's activities in school - including PE and playtimes - and keep costs down for parents/carers.
- Children do not need a separate PE kit, and will do their PE lessons in their school uniform – please ensure that they wear a clean polo shirt on the day following PE.
 - The new policy:
 - blue jumper or cardigan with school logo;
 - white polo shirt;
 - any BLACK leg-wear which is suitable for PE (jogging bottoms, leggings, shorts or skirt/shorts/leggings combos);
 - trainers of any colour (not shoes, as this footwear is for PE and playtime too);
 - blue + white checked gingham dresses in the summer if parents/carers wish.
- For swimming sessions, children are expected to wear a swimsuit or trunks and a swimming hat. Children may wear goggles if they wish.
- The teacher should wear footwear and clothing that allows for easy, quick and safe movement.

- Children who are not appropriately dressed should not participate in the lessons – this is for safety, comfort and hygiene reasons.
- Lancasterian Primary is sensitive to the particular requirements of certain religions and modifies the dress code in line with the guidelines of each faith.

The removal of jewellery and tying hair back

Children must not wear any jewellery / watches to carry out P.E. Small studs are acceptable but no other jewellery must be worn. If children are wearing an item of jewellery that cannot be removed for religious beliefs, it must be tucked away so it cannot catch on any equipment. If jewellery has to be removed, teacher to store in a safe place where it cannot be taken (e.g. locked drawer / classroom). Long hair must be tied back so it doesn't cause any safety risks when using equipment.

Suitable environment

- Any unnecessary furniture should be removed from the working space.
- Apparatus, piano and sound equipment must be stored safely out of the way to enable free and safe P.E. work indoors.
- A clean and splinter free floor so barefoot work can safely take place.
- A safe outdoor space, suitable for playing games with no loose stones, gravel or uneven surfaces.
- Floor markings for games sufficiently far away from fences / walls to prevent accidents.

Suitable storage of apparatus

Easily accessible gymnastic apparatus stored in an organised manner, spread safely around the hall to allow for safe and efficient handling by children. Please ensure all equipment used is put away by children in correct storage space. In PE cupboards staff must ensure that all equipment is stored in a safe and organised manner so that equipment is accessible to the next teacher who needs it.

Policy for lifting / carrying apparatus

All children are shown the correct procedure for setting up, putting away and carrying equipment. It is everyone's responsibility to ensure that the equipment is returned and stored safely and tidily after use. The teacher should check all the equipment/apparatus prior to each activity session for stability, loose fastenings and splinters. All adults working in the school will have the responsibility to report any defects in equipment to the head teacher or physical education coordinator.

All accidents will be reported to the head teacher and noted in the school's accident book, which is kept in the medical rooms.

1.1 Risk Assessments

Regular checks and risk assessments must be made e.g. annual safety checks of equipment but also staff should check gymnastic equipment and apparatus as it is being taken out and used in every lesson. If a significant hazard is identified e.g. a broken piece of equipment it should immediately be taken out of use and reported to P.E. coordinator / head teacher.

1.2 First Aid

Each class has a first aid bag within the classroom that must be taken with them to P.E. lessons. If a child is injured they need to report to the First Aid Trained adult on duty. If a child is seriously injured please do not move the child. Instead, send a message to the office to let a senior member of staff know.

Planning and Assessment

Teachers follow the P.E Curriculum Map in order to plan their lessons, supported by the P.E Hub resources. This states directly which unit of work to use at each point in the year. Gymnastics, Dance and Games are planned to be taught throughout the year. Each class needs to follow the planning carefully and ensure it is being taught as progression and continuity is planned from one year to the next and from one key stage to the next.

Children are assessed by their teachers mainly through the use of PAGs (Pupils assessment Grids), which allow teachers to make a summative assessment each half term. Formative assessment is done throughout the lesson through teacher and peer feedback.

Class Teachers will report annually to parents on progress made by pupils in PE. Pupils will be encouraged to assess their own work through discussion with both adults and peers. Staff will assess children's progress in this area by observations which will focus on:

- The ability of the children to discuss their work and ideas, as well as that of others
- Children's developing skills and abilities

Differentiation and Special Educational Needs

Within the areas of activity within a lesson, broad task setting allows for differentiation by outcome. Differentiation by task can also be used – here, the more able child can be challenged by extending the specific task and the less physically able can be encouraged to achieve success by breaking the task down into simple progressive steps. In games, differentiation can be achieved through choice and of use of appropriate apparatus and group sizes / personnel by:

- setting suitable learning challenges
- responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment.

Related Policies

Healthy Schools
Health and Safety
Assessment
Teaching and Learning
Child Protection
Equal Opportunities
Race Relations