

Lancasterian Primary School

PE Policy



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1	29/03/2018	Governing Body	+2 years	29/03/2020

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 we provide 2 hours of physical exercise each week to each child. 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.

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 endeavouring 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 and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational 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 take action, 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

IMPLEMENTATION

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 the Val Sabin Scheme of work for Physical Education. Teachers are expected to plan lessons using the scheme as a basis for the lesson, and to differentiate lessons appropriately.

Swimming is taught by a qualified swimming instructor for Year 5 during autumn and the first half term of spring, Year 4 during spring 2 and summer 1 and Year 6 during the final summer half term. The children will attend a weekly lesson at Tottenham Green 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.

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. This child could also participate in organising games, refereeing etc.
- P.E. lessons are be delivered both outdoors and indoors throughout the year. Children need winter PE kits that consist of trousers and a sweater for cold weather conditions. If weather is dangerous for children to be outdoors (ice, snow, and heavy rain) then outdoor lessons will need to take place indoors (teachers must try to use an alternative hall/ space wherever 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 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

- It is important for children to be aware of the safety risks of wearing inappropriate clothing, footwear and jewellery and why certain clothes and footwear are worn for different activities. Therefore, children are expected to change from their regular clothes. Appropriate clothing for indoor sessions consists of shorts, T-shirt and plimsols/bare feet. For outdoor session’s shirts, T-shirt/sweatshirt, jogging bottoms and trainers are more appropriate. Fashion trainers are not to be worn for physical education activities. Jewellery must be removed, and long hair is expected to be tied back.
- 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.

Children must bring a P.E. kit in on a Monday and leave it in school all week. If they wish to take it home to be washed they can do so on a Friday. This is in case P.E. lesson times may need to be altered due to unforeseen circumstances. P.E. kits for summer need to contain a pair of shorts, a t shirt and plimsolls or trainers. For cold weather conditions it is advised that children bring in tracksuit trousers and sweater and trainers that are suitable for use outdoors.

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.

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 not dumped anywhere and 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 schools accident book, which is kept in the medical rooms.

1.1 Risk Assessments

Regular checks and risk assessments must be made by all teachers e.g. annual safety checks of equipment but staff to 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 however 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 plan lessons termly to include Dance, Games and Gymnastics.

Children are assessed by their teachers mainly through the use of observation.

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

Health and Safety

Assessment

Teaching and Learning

Child Protection

Equal Opportunities

Race Relations

PE GUIDELINES

Lesson Frameworks

Gymnastics

1. Warm up

Aim is to prepare body and mind for the lesson. It is necessary to warm all parts of the body up in preparation to receive weight in all situations. Actions may begin on the spot and then develop in to travelling where children have an awareness of the general space. Control in change of speed and direction will be required in order to avoid others moving in the same area.

2. Floor work

Here the main theme is introduced or a movement learnt in previous lesson is recalled and developed. The teacher must attempt to provide the children with experiences which will extend their knowledge and understanding of movement as well as teach specific gymnastic skills. Once the class acquires this skill and ability, the children will be expected to use it appropriately when working with a partner or using apparatus.

3. Apparatus

Here the teacher should aim for confident and successful application of ideas learnt on the floor, and the development and adaptation of these skills in different areas.

Children should be able to handle apparatus with confidence, use it safely, and recognise that the floor is also part of the apparatus in order to help free-flowing movement of several children on one piece of apparatus at the same time with no queues.

4. Concluding activity

This can include mild rhythmic type muscular activity or stretching which gently returns the body to a natural and calm state in preparation for the next lesson.

Games

1. Warm up

This should be a lively preparation for bodies and minds of children. At the end of the warm up children should feel ready and eager for the rest of the lesson. It will usually involve running games and activities which include weaving, dodging, stopping, starting and changing pace.

2. Skill development and practise

Here, particular types of equipment are used to encourage development of specific skills. It is essential that children are given sufficient practise time to aid development of coordination skills involving hands, feet and other body parts.

3. Game – like activities or mini-games

At this point, the skills which have been developed as an individual are now related to a partner, small group activities, mini-games, depending on the age / ability and level of understanding.

4. Calming / cool down

Any simple activity which encourages a gentle wind down instead of coming to an abrupt end.

There should be high levels of:

- Encouragement of individuals of the group through constant incidental reinforcement of teaching points and recognition of success.
- Practical learning as children learn most effectively through 'doing'.
- Repetition and practise. It must be recognised that for most children to increase their level of skill they will need to repeat the skill and practise it many times.

Dance

1. Warm up

Aim is to prepare body and mind for the lesson. It is necessary to warm all parts of the body up in preparation to receive weight in all situations. Actions may begin on the spot and then develop in to travelling where children have an awareness of the general space. You may want to use sound (instruments or music) and different ways children can move about e.g. stamping or twisting and turning.

2. Composing

Here you will share a clear Learning objective with the children based on Val Sabin dance unit you will be teaching. Give children an opportunity to practise the different movements you are working on. Stop the class and use children to demonstrate their movements to help other children visualise different examples of moving. Children may begin to compose and put together movements in groups of 2 – 6. Children need to develop a sense of structure to their dances, they need to explore, copy, create, compose, improvise, choose, select and refine movements into dance phrases or whole dances with clear beginnings, middles and ends.

3. Performance

Performing is a vital skill in dance. It is essential that children get the opportunity to perform their creations (even if it is just a small section) and receive both positive and critical feedback suggesting how the movements could be even better.

4. Appreciating

Evaluating and improving their performance. This develops children's skills in observing, interpreting, analysing and appreciating dance. Encourage children to comment on their own and their peers work both positively and what they think could be improved.

5. Cool down

Any simple activity which encourages a gentle wind down instead of coming to an abrupt end.

Demonstration of work

Demonstration is integral to the teaching process and a prominent strategy in gymnastics teaching.

The teacher must constantly be aware of what is happening in a class and observations must be to inform which teaching points need to be made and any necessary guidance can be given to individuals as the teacher moves around the class, or to the whole class in the form of a demonstration.

Different forms of demonstration:

1. By the teacher

It could be as simple as explaining and performing something which the children have not previously experienced and explains the components of the skill as it is being performed.

2. By individuals

Before asking anyone in a new class to demonstrate as an individual, it is essential to create the right atmosphere, one which has given them confidence in themselves and in the actions they are performing. A demonstration does as much for the performer as it does the children who are watching. It is essential that children of all abilities are asked to demonstrate whatever their physical type and selected to effectively demonstrate a point the teacher wishes to make to the class.

3. By two or three children at a time

This is supportive for children who are too self conscious to perform individually.

4. By a group of children working simultaneously

To demonstrate cooperation amongst children in a group.

5. By the class divided into two – one partner watching the other

This is useful when learning the basics of a simple move e.g. forward roll. Having established the teaching points of the forward roll and observed how to do so, the pairs observe, criticise and observe each other.

