



Physical Education Policy

Revised July 2016

Contents

Introduction

Physical Activity in Mortimer Primary School

Aims and Objectives

The Way we organise our physical activity

Foundation Stage

Key Stage One – Subject Content

Key Stage Two – Subject Content

Swimming and Water Safety

Schemes of Work

Teaching and Learning Methods

Equal Opportunities, SEN and Differentiation

Assessing Progress

Safety considerations for physical activity

Risk Assessment

Changing for PE

Leadership and Management

Contribution of PE to teaching in other curriculum areas

Extra Curricular Provision

External Links

Paid Coaches delivering physical education and school sport

Appendices

Appendix 1 – Kit letter

Appendix 2 – PE non-participation sheet

Appendix 3 – Using the STEP framework

Introduction

This policy document outlines Mortimer Primary school's views in relation to how PE is both taught and learned. It provides a basic framework through which all staff, teaching and non-teaching can approach PE and gives guidance in areas such as curriculum content, planning and evaluating.

Physical Activity in Mortimer Primary School

Our school recognises the importance that physical education has in developing our children's physical competence and confidence and their ability to use these across a broad range of physical activities. Physical education within our school provides many opportunities for our pupils to engage in competitive sports and activities. These include competitions with other schools and through our annual sports days and house competitions.

Within our physical education curriculum, we strive to ensure our pupils are physically active through sustained periods of time through a wide variety of creative, competitive and challenging lessons. This is supported by active playground activities run by and delivered through initiatives such as our school's Young Sports Leaders and Change For Life champions. This will result in our children having greater knowledge of the importance of life long physical activity and an understanding of how sport and other activities build character and help to embed values such as fairness and respect.

Aims and Objectives

Our main aims are:

- To develop a variety of physical skills appropriate to the ability of the individual pupil and an understanding of how to apply them.
- To help pupils develop skills of communication and the ability to work independently and with others.
- To encourage creative thought and expressive abilities by giving pupils the opportunity to apply skills, knowledge and concepts within problem-solving situations.
- To enable pupils to appreciate their own and others movements through observation, assessment and evaluation of performance.
- To develop a range of psycho-motor skills.
- To maintain and increase physical mobility and flexibility.
- To develop stamina and strength.

- To develop the appreciation of the concepts of fair play, honest competition and good sportsmanship.
- To develop an understanding of the importance of exercise in maintaining a healthy life.
- To develop physical competence and help to promote physical development.
- To teach pupils, through experience, to know about and value the benefits of participation in physical activity while at school and throughout life.
- To develop an appreciation of skillful and creative performances across the areas of activity.
- To develop problem solving skills.
- To establish self-esteem through the development of physical confidence.

The way we organise our Physical Activity

Physical Education is a vital component in the range of experiences offered to children in this school. This importance is reflected in the commitment to provide all children, in each year group, with at least two hours of Physical Education per week. It is reasonable to expect flexibility in the timing of sessions due to the complexity of the Primary Curriculum. At Mortimer Primary School pupils experience many areas of learning including:

- Fundamentals of Movement: Agility, Balance and Co-ordination
- Games
- Gymnastics
- Dance
- Swimming
- Athletics
- Outdoor and Adventurous Activities

The Outdoor and Adventurous Activities element is mainly covered in Y6 with a trip to Thurston in the Lake District where the children are encouraged to sample a variety of activities, challenging themselves and supporting their peers. Children (because of restrictions on how many can attend) who do not visit Thurston are not disenfranchised as a comparable Outdoor Education Week is planned for them which includes activities run by the authority's outdoor education team. Our Y5 children also attend climbing sessions at Simonside.

Foundation Stage

We encourage the physical development of our children in the Foundation Stage as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop self-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. For 1 hour a week the children in Reception take part in a 'Real PE' session where they concentrate on the fundamental skills of movement.

Key Stage One- Subject Content

For 1 hour a week, the children take part in a Real PE session where they concentrate on the fundamental skills of movement.

For the second hour a week the children are taught either Games, Gymnastics or Dance.

As outlined in the National Curriculum (2014):

Pupils should 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 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.

Pupils should 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 Two- Subject Content

For 1 hour a week, the children take part in a Real PE session which continues to work on the fundamental skills of movement, and also develops a broader range of skills.

For the second hour a week the children are taught Games, Gymnastics, Dance or Athletics plus Swimming. Our Year 6 children also take part in an Outdoor Education Week.

Pupils 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.

Pupils should 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

*All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.
(Our children begin swimming in Year 3 continuing to Year 5)*

In particular, pupils should 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*

Schemes of work

Physical education is delivered within the framework and is accompanied by the use of the Durham Schemes of work (for 1 hour) and 'Real PE' for the 2nd hour. The school is currently looking at extending its use of resources published by Creative Development and at the time of writing (July 2016) is considering introducing Real Gym. The schemes offer lesson plans which show the recommended breakdown within a session. This is seen to be best practice and should be followed, although activities within those sections can be altered if seen to be better to enrich opportunities for the children's learning. Each teacher is responsible for the planning and differentiation of lessons. KS2 swimming is taught by swimming instructors and supported by staff.

Teaching and Learning Methods

As a school, we pride ourselves on offering at least two hours per week Physical Education. A variety of teaching and learning styles are used in PE lessons. The principal aim is to develop knowledge, skills and understanding and this is done through a mixture of whole-class teaching and group activities. Teachers use good examples of individual performance as models and peer assessment is encouraged as well as evaluation of their own abilities. Within lessons, there are

opportunities both to collaborate and to compete with each other, using a wide range of resources.

In all classes there are children of 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, whilst providing appropriate challenge for all involved.

Equal Opportunities, SEN and Differentiation

All children will be presented with the opportunity to experience success and enjoyment in PE regardless of race, gender or ability. Whenever possible, appropriate provision will be made for those pupils who need activities to be adapted in order to participate in PE. The school welcomes and values disabled people to be an active part of school life.

The necessity to provide differentiated activities is present throughout all three Key Stages. This may require class teachers to provide a range of different activities at different levels, alter space, equipment or the people involved or the differentiation may be by outcome (Please see Appendix 3 using the STEP framework). It is important to ensure that all children are given tasks that are suitable to their level of attainment and that they are allowed to achieve success and feel that the learning experience has been worthwhile. It is as important to challenge the more able child as it is to support and develop the skills of the less able and children with SEN.

Assessing Progress

Teachers can use a range of techniques including:

- Watch children work, talk to them about what they are doing and listen to them describe their work. This will generate useful assessment information.
- Feedback from pupils during lessons can inform teachers of what has been successful and future targets can be set for individuals.
- Assessment through photography and video.

Safety Considerations for Physical Activity

"*Safe practice in Physical Education and Sport*" 2012 Edition (afPE) is seen as a comprehensive guide to safe practice in P.E. and is referred to regarding any aspect of Health and Safety.

Risk Assessment

To ensure the health and safety of pupils undertaking physical education activities, a code of conduct specifically for PE has been agreed by the staff.

1. Proper clothing and footwear are essential in all PE and games activities.
2. PE activities will be carried out barefoot, in pumps or trainers. Staff must decide which of these is appropriate for the activity being undertaken. Shoes must be worn as the children walk to the hall, and then taken off if necessary.

3. Children will not be permitted to wear watches whilst doing PE as they may cause injury to themselves or others. All piercings must be removed before P.E lessons – covering them with plasters is not a suitable compromise.
4. Long hair should be securely fastened back for physical activity.
5. Consideration should be given to whether pupils who wear glasses keep them on during physical activity (this will depend of the individual needs of the children and the type of the activity).
6. Teachers should be aware of any drug therapy which a child may be undergoing, or any medical condition which may affect a child's sharpness of perception or motor control / co-ordination.
7. Responsibility for health and safety remains with the class teacher when additional tuition or coaching is included in PE / games provision.
8. Teachers will ensure that apparatus and equipment used in PE and games is in good condition before use and will not use damaged equipment. Should any equipment be damaged it should be taken out of use and reported to the subject manager.
9. Children should only use equipment that they are able to carry themselves.
10. During gymnastics, mats should only be used where a child is asked to perform floor work or jump. Mats should never be used as a precaution against injury.
11. Staff dress. Staff should be conscious of the same health and safety standards as apply to the children and dress accordingly.
12. Staff should not be interrupted whilst teaching Physical Education. If the interruption is essential, all children taking part should be asked to stop what they are doing.

Changing for PE

Children in Reception and KS1 will get changed for PE in the same space.

Children in KS2 will be separated in to different areas from Year 5.

Leadership and Management

The role of the curriculum coordinator includes:

- Supporting colleagues to design 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 record 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 course 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.
- Publish the spending of the School's Sports Premium on the website.
- Ensure the SDP targets for PE are implemented.

The role of the class teacher includes:

- Being responsible for putting the National Curriculum requirements, schemes of work, and PE policy into practice.
- Adapting planning to suit the needs and levels of all children.
- Reporting any damage of equipment.
- Being responsible for the safety of all children in their lesson, following the health and safety guidelines.
- Follow any assessment procedures that are in place.

Contribution of PE to teaching in other curriculum areas

There are many opportunities to link PE to other curriculum areas. Here are some examples of how this can be achieved.

English

- PE contributes to the teaching of English in our school by encouraging children to describe what they and others have done and to discuss how they might improve their performance. Children could also apply their knowledge of recounts, reports and the writing of instruction in a sporting context.

Maths

- Children will be encouraged to think about PE in a mathematical context by looking at shape, position and direction during activities such as Dance and Gymnastics.

Science

- During PE sessions, children will experience the effects on body parts and pulse rates and understand the impact of exercise on the body. Children could also be given the opportunity to test predictions and carry out investigations in a sporting environment.

Information and communication technology (ICT)

- We use ICT to support PE teaching when appropriate. In dance and gymnastics children could make video recordings of their performance, and use them to develop their movements and actions. Older children could 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 through Real PE and Change 4 Life (Our school's Fun/Fit club) sessions.

Spiritual, moral, social and cultural development

- The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss

their ideas and performance. Children learn to respect and work with each other and develop a better understanding of themselves and of each other. Through PE, children will develop a positive attitude towards themselves and others as well as raising self-esteem through opportunities to develop sporting success.

Extra Curriculum Provision

Our extra-curricular programme ensures:

- a variety of activities are provided
- different opportunities are provided each term
- links to the community are fostered, e.g. local sports clubs
- there is a balance between recreational clubs and school team clubs
- opportunities for young leaders to take a role in the delivery of the club

External Links

EXTERNAL LINKS	PURPOSE
Sport Specific Coaches	<ul style="list-style-type: none"> • Preparation for competition • CPD for teachers.
Local Club	<ul style="list-style-type: none"> • Promotion of opportunities to join.
School Sport Partnership	<ul style="list-style-type: none"> • Participation in competitions. • Participation in activity days. • CPD opportunities. • Coach support. • SEN support. • Participation in national programmes e.g. School Games and C4L.
Health Professionals	<ul style="list-style-type: none"> • Advice on certain medical conditions. • Advice on family engagements.

Paid Coaches delivering Physical Education and School Sport

Adults working in school would usually be one of:

- **An employee** - a member of the school staff paid under their contract of employment – whether a qualified teacher or not.
- **A contractor** – external to the school staff with which the school has a contract for services and paid under the contract – such as a paid coach or instructor.
- **A volunteer** – unpaid by the school and thus with no contract.

These adults can enhance pupil experiences and make a valuable contribution to the range and standard of physical activity within lessons and out of hour's activities.

These adults may be used to:

- Support the delivery of the curriculum in lesson time.
- Develop school clubs and teams on the school site out of lesson time.
- Deliver off-site activities, where the type of activity, associated risk(s) and expertise allow.

A paid coach contracted to provide agreed services to the school may work at distance from, but under direction of, a teacher.

A volunteer, not contracted to the school, would probably work directly alongside a member of the school staff and under the direction of a teacher.

The school needs to be satisfied of the suitability of staff and volunteers who will work with children, and ensure that all necessary checks are carried out before any person takes up such a position.

A paid coach must have:

- Appropriate skills, qualifications and recent professional development.
- Have insurance through self or agency.
- Experience of working with age group.
- Sympathetic to ethos of school.
- Able to risk assess to school's satisfaction.
- CRB enhanced disclosure certificate.
- Take account of employer/school guidelines and procedures e.g. registers.
- Comply with all reasonable instructions and requests.

A volunteer must have:

- CRB enhanced disclosure certificate.

All coaches will be required to sign and adhere to a code of conduct.

It is the responsibility of the head teacher and the curriculum coordinator to ensure that high quality physical education is being delivered by the coaches or volunteers. The head teacher or curriculum coordinator will regularly and systematically monitor and review the quality of provision.

PJ Mackay
PE Coordinator
July 2016

Appendix 1

KIT LETTER

Dear Parent/Guardian,

Your child _____ did not have PE kit in school today for the lesson. As you are aware as outlined in the school brochure, children are required to have the following in school for PE lessons:

- Navy blue or black shorts or games skirts.
- In KS1 light blue or white t-shirt.
- In KS2 children can wear a t-shirt of their house colour. These can be ordered from the school. (Readhead—red, Kirkpatrick—green, Wouldhave— blue and Armstrong—yellow).
- Black or white plimsolls for indoor P.E. and trainers for outdoor P.E.
- Children both in KS1 and KS2 need a warm outdoor tracksuit or similar for outdoor PE.
- Children need their P.E. kits in school at all times

Other useful information:

Girls or boys with long hair

Pupils with long hair require a hair elastic to be kept with their PE kit to tie hair up. Long hair is potentially very dangerous as it inhibits vision.

Earrings

Please ensure that one of the following happens before your child's lesson:

- Remove earrings before coming to school on PE, swimming or sports club days
- Train children to remove their own earrings prior to the lesson – a small container to store them in may be helpful. **(Staff members are not allowed to remove earrings for children.)**

Thank you for your continued co-operation.

Yours Sincerely

G Seagrove
Headteacher

Appendix 2

Teachers may wish to use this form to make sure children who are not physically taking part in the lesson are involved in it.

PE NON-PARTICIPATION SHEET

Pupil's Name:

Date:

During the PE lesson that you miss, answer the following questions by observing and writing about the activities and tasks that take place during the session.

You will need to use the back of this sheet to record your answers.

1. The reason I did not participate in the lesson today is:
2. Is this the first time you have not participated in a PE lesson?
(YES or NO)
3. How many other pupils in your class did not take part in today's lesson?
4. Indicate where the lesson took place (INDOORS / OUTDOORS)
5. On the back of this sheet write down the warm-up activities that were done during the beginning of the lesson.
6. What skill / activity is the class learning about in this lesson?
7. Pick one person to watch (do not indicate their name). On the back of this sheet, describe what they are doing during the main part of the lesson.
8. Name two sports or activities where you could use this skill.
9. On the back of this sheet write the cool down activities that were done at the end of the lesson.
10. What are some of the things you could do to ensure you do not miss future PE lessons?

**** Make sure you sign and give this sheet to the teacher****

Pupil's signature _____

Teacher's signature _____

Appendix 3

Using the STEP framework

All physical education lessons and physical activity sessions will contain children with a wide range of abilities. Some may be very skilful and will need to be challenged with harder activities. Others will be less able and will need simpler activities, or skills broken down into their component parts.

The STEP framework offers a format to help adapt activities so that all young people can achieve success and fun.

The following table shows how **STEP** can be used to change and vary tasks to support a child's learning & progress.

Space	
Where the activity is happening?	Level (height) Rising/ falling, floor-based/ ambulant/ on apparatus, low/ high barrier Direction Forwards, backwards, sideways, up, down Pathways Straight, diagonal, curved, zig-zag, circular Personal/ General Area More/ less, free/ defined, different starting points Distance Short/ medium/ long between points/ people
Task	
What is happening?	Rules More/ less Roles Allocate specific roles or rotate Targets More/ less, closer/ further away, score points, larger/ smaller Actions More/ less, specific/ free-choice, order, single/ combined, different body parts/ sides of body Dynamics Vary speed and weight, unison/ canon

Equipment	By type		By varying:
What is being used?	Balls Bats Mats Hands Turtles Bells Instruments Feet Hurdles Canes Ropes Ribbons Music	Cones Rubber-lines Hoops Plank Bench Koosh ball Stop-watch Whistle Scarves Flags Apparatus Bean bags Accompaniment	Size Shape Colour Texture Weight Environment Play surface In/outdoor

Equipment	How does it change the activity?
Balls	
Lighter	Travel slower in the air and give more time
Larger	Easier to see, hit or catch
Softer/slightly deflated	Travel slower on the floor
Different colours	Children with visual impairment may prefer one particular colour
Bats	
Larger	Easier to hit a ball (larger surface area)
Lighter	Easier to manipulate
Glove or attached bat	Enables player with impaired to absent grip to participate

People	People working:	People with:	People in:
Who is involved?	Independently In groups In pairs In teams With friends	Different/ Same Roles Different/ same ability Different/ Same size	Own space Big spaces Small spaces Restricted space Open space