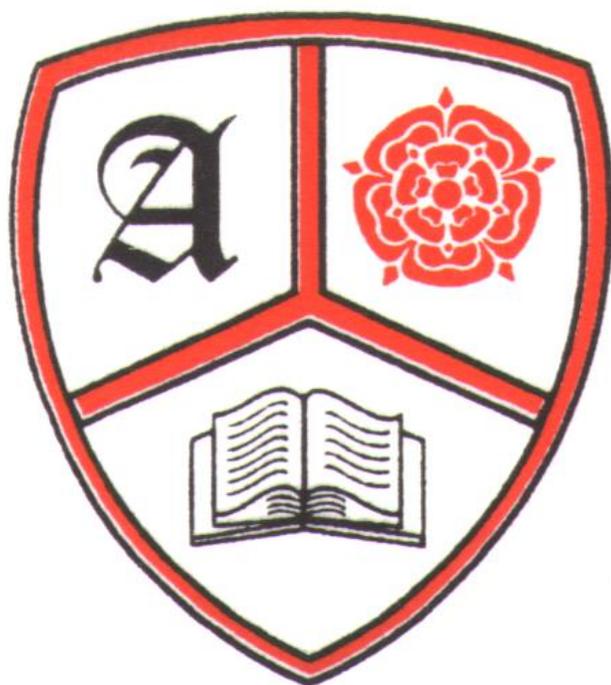


# *Anderton Primary School*



## *PE Policy*

# Anderton Primary School: PE Policy

## Introduction

### The importance of PE to the curriculum

Anderton Primary School believes that physical education (PE), experienced in a safe and supportive environment, is a unique and vital contributor to a child's physical development and well-being. A broad and balanced physical education curriculum and extra-curriculum is intended to provide for children's increased self-confidence.

Progressive learning objectives, combined with varied learning approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all children. Through the selection of suitably differentiated developed tasks, it is intended that pupils, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential.

Children are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

### Aims and objectives

PE is a foundation subject within the National Curriculum.

The school aims:

- ✚ To ensure children are confident, safe and enjoy physical activity.
- ✚ To motivate and retain a lifelong interest in PE and to recognise the importance of living and maintaining a healthy lifestyle.
- ✚ To co-operate and work successfully with others.
- ✚ To develop a sense of fair play and sportsmanship.
- ✚ To develop a range of physical skills, strength and stamina.
- ✚ To develop an ability to select, link and apply skills, tactics and compositional ideas and perform them with control, co-ordination and fluency.
- ✚ To improve observational skills and the ability to evaluate their own and others work and use this skill to improve performance.
- ✚ To take part in a range of competitive sport.

### 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 the 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 the opportunity both to collaborate and to compete with each other, and they have opportunity to use a wide range of resources.

### Planning the PE Curriculum

Planning is the responsibility of the Class Teacher; support is available from the Subject Leader.

Planning is used to:

- ✚ Set clear achievable goals.
- ✚ Ensure work is matched to children's abilities, experience and interests.
- ✚ Ensure progression, continuity and subject coverage throughout the school.

- ✚ Provide criteria for assessment and evaluation of teaching and learning.
- ✚ Ensure that a balance of all aspects of the National Curriculum are taught in PE lessons.

At Anderton Primary, we incorporate the Lancashire Schemes of Work (these are also referenced to TOPs cards, many are available in school for additional ideas and activities) to meet the needs of the National Curriculum and so a variety of activities are on offer each year.

Teachers should also feel free to adopt new schemes or develop their own, especially areas of expertise as long as they are related to National Curriculum learning objectives.

### **Assessment and Recording**

Assessment is used to inform future planning and to provide information about individuals as they develop their physical ability.

Assessment techniques should include:

- ✚ Teachers' observation of children
- ✚ Teacher – discussion and questioning
- ✚ Self improvement – children recognising their achievements and acknowledging where they could improve
- ✚ Photographs of children engaged in the exploration process
- ✚ Use of ICT as appropriate via the new app

### **Record Keeping and Reporting**

Records of children's achievements are kept to:

- ✚ Plan children's future learning
- ✚ Report progress to parents
- ✚ To fulfill legal requirements

Evidence of children's work, sporting events etc can also be found in the Subject Leaders portfolio.

### **Early Years Foundation Stage**

Children in the Early Years Foundation Stage will follow Development Matters and the Early Learning Goals for Physical Development. We encourage the children to develop confidence and control of the way they move, and the way they handle 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.

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

#### **English**

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. This supports speaking and listening objectives from the National Curriculum. In some areas of PE, children are required to record the order of movements in their sequences of work. Dance is also a way of developing writing skills through inspiring children in preparation for writing activities (a physical way of exploring stories and poems); becoming more familiar with characters and physically developing awareness of movements that could be associated with a range of words (for example, further developing children's knowledge of verbs, adverbs and wow words).

## **Computing**

Use of ICT to record progression is encouraged at all ages and may be used to aid children to evaluate their own performance. Video is sometimes used to provide evidence of progress and to help support appreciation of other's work and abilities. Photographs and videos are also used as records or for display by the class teacher.

## **Personal, Social, Health and Economic Education (PSHEE) and citizenship**

PE contributes to the teaching of Personal, Social, Health and Economic 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 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. 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.

## **Further cross-curricular Links**

Links with Science and Maths through an awareness of how their bodies react to exercise and giving opportunities for measuring and recording information. Creative dance provides links to the arts. Outdoor and Adventurous activities have a link with Geography, enabling children to develop their map reading skills.

## **Subject Leader's Role**

The Subject Leader is responsible for:

- ✚ Resources and will respond to teachers' requests according to priority and budget.
- ✚ Attending courses and disseminate information on current developments.
- ✚ Advising teachers and other support staff with planning and ideas for activities.
- ✚ Delivering or arranging INSET when necessary according to the needs of the teachers or subject leader – in accordance with the School Improvement Plan.

## **Resources**

There is a wide range of resources to support the teaching of PE across the school. Indoor resources are kept in the store cupboard in the hall and outdoor resources are kept in the locked PE store. 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 doing so, the children learn to handle equipment safely. The children use the school field for games and athletics activities.

The pupils should be encouraged to:

- ✚ Look after resources
- ✚ Use different resources to promote learning
- ✚ Return all resources tidily and to the correct place (staff should oversee)
- ✚ Be told of any safety procedures relating to the carrying or handling of resources.

*Any damage, breakage or loss of resources should be reported to the PE Subject Leader as soon as possible.*

### **Extra-Curricular Activities and Clubs**

We believe that extra curricular activities are an important part of a child's primary education as they enable children to develop particular skills and further their interest in one or more activities. They help to produce a competitive element to team games and promote co-operation and fair play. Activities offered are inclusive and are offered to children of all abilities. Some activities are aimed at specific year groups and clubs vary throughout the year. Some clubs are offered by outside agencies. See website for current clubs.

The school also participates in locally organised competitions for a range of activities. These opportunities foster a sense of team spirit and co-operation amongst our children.

### **SCHOOL SPORTS DAY**

School "sport days" consist of students participating in various sports and representing their team. The students and their parents are encouraged to have fun and develop their skills. This is an intra- school competition where the children compete in their teams.

The school ethos is supported by sporting events and parents are invited to attend.

### **Intra – sport challenges.**

Every half term the children will be given a 'Challenge', based on one of the Fundamental Movement Skills e.g. three spring jump, drop-bounce-catch, throw-wall-catch, speed bounce.

Prizes will be awarded for different achievements. These are based on 'The Spirit of the Games Values' and include, teamwork, honesty, respect, self- belief, passion and determination. There will be an award for the winning boy and girl from each year group and an additional award for children who show the most improvement over the half term.

### **Spectators**

Coaches and teachers need to:

- Adhere to the school's high expectations regarding behaviour at all times
- Provide guidelines/expectations of behaviour to spectators and parents and other members of the school community as appropriate
- Provide guidance about codes of behaviour for parents, spectators and other members of the school community to ensure positive sporting experiences.

### **Outside Agencies**

Chorley School Sports Partnership  
Football First

Various local High Schools (where inter-school competitions take place)  
Football Association  
Monkey Mountain  
Cricket

### **Child Protection**

All outside agencies involved in coaching should have been previously CRB checked. Any new parents/adults wishing to help or coach should be CRB checked or have clearance. Teacher supervision is essential without CRB clearance.

### **Transportation of children to and from events**

A letter will be issued to every child who competes in an extra curricular event officially involving Anderton Primary School at Anderton or at another school venue. The permission slip on the letter must be returned to school, the parent/guardian must state clearly what the arrangements are for going to and departing from the event. Once an option has been stated it is the responsibility of that adult to facilitate that desire. If there are any changes to the stated arrangement, then it is the parent/ guardians responsibility to inform a member of staff at Anderton Primary school.

The teacher will make reasonable efforts to help (e.g. walking children to local school venues if required) and aid in emergencies (e.g. waiting with the child and/ or making relevant phone calls). If the event is during school hours, teachers with the appropriate insurance will drive the children to the event. A letter will be sent asking for permission which will need to be returned to school prior to the event taking place. Booster seats need to be provided by the parents and will be asked to do so on the letter sent.

### **Health and safety**

**All teachers are made aware of the ‘Safe Practice in Physical Education and School Sport’ document. The Subject Leader will deliver a staff meeting related to features that staff must be aware of whilst delivering P.E lessons/clubs (when new editions are published). If any member of staff needs to make reference to this document, a copy is kept in the Year 3 classroom.**

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. Teachers must set a good example by wearing appropriate clothing when teaching PE.

### **Dress code during PE indoor**

White T-shirt, red shorts

Footwear – Pumps to be worn with PE kit. Trainers to worn only with consent for medical purposes.

### **Dress code during PE outdoors**

In addition to standard PE kit, trainers are to be allowed at all times. With the teacher’s consent, children should have the option of wearing tracksuits and/or their school jumper during cold weather (Team replica shirts are not permitted).

### **Swimming Kit**

Children in Year 5 will have lessons throughout the entire year. They should have the following kit – Bathing costume for girls (bikinis are not permitted)

Swimming shorts or trunks for boys (shorts that finish below knees i.e. Bermuda shorts are not permitted)

Swimming hat

A towel

A plastic bag for kit (must be separate from PE kit bag)

Goggles may only be worn with permission of class teacher or swimming instructor.

In addition to the practical swimming lessons, the children will also receive a dry swimming lesson each year.

### **Other Kit Requirements**

- ✚ Labels for all parts of kit are essential.
- ✚ Each child to have separate PE bag for kit.
- ✚ Long hair to be tied back securely, at all times.
- ✚ Headbands must be removed.
- ✚ No jewellery to be worn at any times. Any ear piercing needs to be done during the summer holidays to avoid lessons being missed.
- ✚ Written notification required of any health problems required and to be kept safe at all times.
- ✚ Written or oral notification is required from the parent or guardian, for non-participation in PE.
- ✚ Shin pads to be worn by all pupils at all times, during competitive football activities, when football boots are being worn

### **SAFETY with apparatus and games equipment**

- ✚ Always ensure that the apparatus is in a good state.
- ✚ Ensure that the apparatus is of suitable size for the children.
- ✚ Involve the children in getting the apparatus out and in putting it away.
- ✚ Teach the children how to move and lift the equipment safely.
- ✚ Always make sure that there are enough children to carry a piece of apparatus.
- ✚ Children should be taught to use small equipment safely and sensibly (e.g. do not lift hockey sticks higher than the waist, do not swing bats around).

### **Pupil medical conditions**

A record is kept of all children with medical conditions which may either affect their ability to participate in physical activity or which may be adversely affected by physical activity (e.g. asthma) and every teacher needs to be made aware of the recommended treatment in the event of a problem.

### **Re-hydration**

Anderton Primary sees the importance of taking on fluids after exercise. Therefore, children will be actively encouraged to re-hydrate with water after physical activity, if appropriate.

### **Non-Participation due to 'lost' or 'forgotten' kit**

Parents will be informed as we expect full participation in P.E.

### **Inclusion**

Anderton Primary School provides a PE curriculum, which meets the specific needs of individuals and groups of children, this should include the three essential principles of:

- ✚ Setting suitable learning challenges
- ✚ Responding to children's diverse learning needs
- ✚ Overcoming potential barriers to learning and assessment for individuals and groups of children

## Single Equality

PE is taught within the guidelines of schools Single Equality Policy.

### **Special Educational Needs**

PE is taught to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work in PE takes into account the targets set in the children's Individual Education Plans (IEPs) or Individual Behavioural Plans (IBPs).

### **More Able and Gifted**

Children who are more able or gifted at PE are extended through differentiated activities within the lessons. Activities which are on offer outside of school will be recommended to these children enabling them to access specialists' coaches to develop their skills etc. Able and Gifted children in Year 6 are offered an opportunity to work with Chorley Sports Partnership, these children will also be tracked throughout their time at high school.

## **PHYSICAL ACTIVITY AND LEADERSHIP**

By participating in physical activity either through physical education, sport, or general play in the playground, students learn many leadership qualities (teamwork, cooperation and understanding). A number of students will have the opportunity to train as a play leader and be identified as such on the playground. These opportunities are linked to the overall school ethos.

### **Evaluation**

This policy for PE will be reviewed and will take into account:

- ✚ Children's achievements
- ✚ Coverage of programmes of study
- ✚ Staff development
- ✚ Observation
- ✚ External inspection/advice

### **Review**

This policy will be reviewed in line with the School Improvement Plan.

Jodie Dervish

PE Subject Leader

July 2019

Review in Summer 2022