

Physical Education Policy

Fenstanton and Hilton Primary
School

2016-2018

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Physical Education Policy

Rationale:

At Fenstanton and Hilton Primary School we will deliver Physical Education using the National Curriculum throughout Key stage one and Key stage two and using the EYFS Framework in Foundation. We aim to develop basic physical skills and body control as well as developing the mind as well as the body, important for a balanced growth and education. Physical activities also relate to social development through, for example, health education and leisure pursuits, teaching pupils the importance of physical activity and its contribution to a healthy life style. The different Learning experiences within physical education encourage spiritual, moral, social and cultural development alongside personal growth in terms of self-confidence and self-esteem.

Purposes:

Physical Education enables children to:

- Achieve his/her full potential in skilful body management in all aspects of Physical Education.
- Know about, value and understand the benefits of participation in physical activity whilst at school and throughout life, promoting a healthy life-style.
- Be both creative and adventurous in their discovery of movement.
- Grow in self-confidence, personal satisfaction, experiencing enjoyment through involvement in Physical activity.
- Develop personal and social skills, including co-operation and sensitivity to others, whilst developing and improving their evaluation skills.
- Have regard for instructions, rules and safety.
- To manage various apparatus and equipment to be able to put these into practice for safety at all times.

Broad Guidelines:

1. Give access to the six areas of PE within the national curriculum: **games, athletics (KS2), gymnastics, dance, swimming (KS2) and outdoor adventurous activities.**
2. We give pupils equal opportunity to take part, enjoy and achieve potential in physical education. For those who show particular aptitude, guidance is provided to encourage a high level of performance in these pupils. Guidance is also provided for those who find PE difficult, or have special needs.
3. Termly formal assessments are made. Assessment is appropriate to the lesson and planning. Assessment should be used to inform future planning, enabling pupil progression both individually and as a whole class. Assessments are recorded and collated for reporting at the end of the year.

4. The programme provides a progression of skills – Acquiring and developing skills, Selecting and applying skills, Evaluating and improving performances and Knowledge and understanding of Health and fitness
5. Through all aspects of PE, interpersonal and communication skills are promoted.
6. There is a set amount of time for PE within which children should be encouraged to change efficiently.
7. Safety and hygiene are important parts of PE.
8. Further outdoor adventurous activities are managed on residential visits.
9. All teachers have the option of running an extra-curricular club. The PE co-ordinator and private companies do run extra curricular clubs, pupils' of all abilities are encouraged to take part. The school adheres to the LA guidance for using '**Adults other than teachers**' (AOTT).
10. The PE co-ordinator monitors medium and short term planning and resources.

Curriculum Organisation

We aim to provide every child with two hours of Curriculum PE per week. Children at Fenstanton and Hilton Primary School will receive 2 sessions of PE per week as follows:

2 hours per week

Foundation and Key Stage One

- Gymnastics
- Dance
- Games

The EYFS Framework is linked into the National Curriculum for Physical Education. This means that many physical activities, differentiated appropriately, can be suited to both the Foundation Stage and Year 1.

Key Stage Two

Gymnastics

Dance

Games

Athletics

Outdoor and Adventurous activities

Swimming

See Appendix 1 for the overall curriculum map and unit plans for more detailed overviews of aims and teaching objectives

Extra Curricular Activities

The school uses outside agencies to deliver extra curricular clubs or teachers who volunteer their time. At Fenstanton and Hilton Primary clubs take place both at lunchtime and after school. There is a first aid trained adult on site during these activities. We also enter after school tournaments; it is the responsibility of the teacher in charge to ensure a school first aid kit is taken to every fixture. The LA guidance 'Educational visits' is used when planning any sporting visit. **(See LA Educational Visits document for further guidance)**

Teachers must make themselves aware of any contact details and medical background, making provisions in case of an emergency, taking up to date contact and medical forms to every event. We take two adults to every after school tournament so that an adult can remain with the children if an incident occurs which requires a child or children to be taken to hospital.

Adults other than teachers (AOTT)

We adhere the LA guidance AOTT, when planning Physical activities. The school does use outside agencies to deliver extra curricular clubs, however we do not use parents in coaching clubs unless there is a teacher permanently with them and they have been CRB checked. **(See LA guidance for Adults other than teachers for more guidance)**

Continuity and Progression

Within the Physical Education curriculum the following four areas of content are identified which are taught in and across all areas of activity:

- a) acquiring and developing skills
- b) selecting and applying skills, tactics and compositional ideas
- c) evaluating and improving performance
- d) knowledge and understanding of fitness and health.

This content provides the basic framework for continuity and progression. Continuity refers to the repetition and consolidation of essential elements, for example:

- a) basic skills and body control required in the different areas of activity e.g. sending and receiving in games, body tension in gymnastics, rhythmical movement in dance.
- b) linking movement together e.g. series of actions into a sequence, collect, travel and pass a ball

- c) rules and procedures for safe activity e.g. handling apparatus in gymnastics
- d) principles of health related exercise and an active life style
- e) observation and evaluation of physical activity.

Progression of physical Learning experiences will be related to Physical growth and development, as well as key principles underlying the progression of material within an activity area. Progression should be based on providing pupils with progressively challenging but realistic Learning experiences, which reflect their physical, social, cognitive and emotional stage of development. The basic principles of changing space, equipment, people and the specific movement, will provide the framework for progression for example in gymnastics, progression will be achieved by increasing the difficulty of the movement, combining movements into a sequence, taking the movement/sequence onto a single piece of apparatus or combined apparatus and by adding a partner/group. Pupils' planning and evaluating skills will also be developed through progressive Learning experiences. Progression will be developed on the complexity of the task, people involved and the detail of either the planning or analysis required.

Teaching and Learning Strategies

Teaching and Learning strategies used within Physical Education reflect whole school policy, teacher/pupil expectations and activity specific differences. It is acknowledged that in Physical Education the skills, which can be taught to pupils, depend on their stage of development as well as inherent ability. It is therefore important that teachers differentiate their material and resources to meet the needs of individual pupils. Differentiation by outcome (pupils finding their own response to a set task) and by task (different or modified tasks being set for different individuals or groups of pupils) are appropriate for Physical Education. Principles of progression can be used to differentiate tasks e.g. equipment, space, people, task etc. Different areas of activity lend themselves to particular styles of teaching/learning for example, gymnastics and dance provide pupils with the opportunity to explore and create and therefore pupil centred/open tasks are appropriate. In swimming and athletics, which require specific techniques to be developed and have safety implications, more teacher directed tasks are often used. However, the underlying principle within each activity is to utilise a range of teaching and learning strategies, and to involve the pupils in planning, evaluating and problem solving tasks.

All teachers are responsible for:

- a) developing lesson plans from the Cambridgeshire scheme of work, which reflects a range of appropriate teaching and Learning experiences for their pupils.
- b) ensuring pupils are involved in acquiring and developing skills, selecting and applying skills, tactics and compositional ideas, evaluating and improving performance and developing their knowledge

- and understanding of fitness and health.
- c) maintaining high standards of behaviour within all areas of activity.
 - d) developing pupils' understanding of safety issues related to PE including safe handling of apparatus, standards of behaviour and risk assessment.
 - e) ensuring all pupils change into appropriate PE clothing prior to participation, tie back long hair and remove jewellery.
 - f) including within every lesson appropriate/safe warm up and cool down activities.
 - g) creating and maintaining a safe working environment for all pupils.

Cross Curricular Links

Physical Education contributes to personal, social, moral and cultural Education for example, by encouraging positive attitudes to Physical activity and building self esteem through the development of Physical confidence and competence; etiquette in games and Learning traditional dance; working together and decision making in pairs, groups and teams. Physical Education requires pupils to absorb, understand and respond both physically and verbally to a variety of information using appropriate technical vocabulary. Physical Education contributes to other specific subject areas such as:

- **Music** in providing pupils with the opportunity to respond to music and recognise musical elements;
- **Science** in providing pupils the opportunity to understand the effects of exercise on the body;
- **Mathematics** in providing pupils with the opportunity to measure performance, understand shape and relations including symmetry and asymmetry. Use of equipment for recording time and distance measurements.
- **Health Education** in providing pupils with the opportunity to appreciate the need for personal hygiene and the benefits of a healthy lifestyle.
- **Spiritual, Moral, Social and Cultural Development (See Appendix 2)** ICT in Physical education and Games can take many forms; photographs using a basic camera to a digital camera, videoing pupils performances, creating tables and charts on the computer (Excel) e.g. changes in heart rate during exercise, ICT (Word) skills for explaining displays, digital stop watches to record times, videos as stimuli, music as stimuli and to accompany performances

Resources

Staff should endeavour to make full use of both indoor and outdoor facilities to provide appropriate experiences for pupils within the activity being taught.

Physical education includes a wide range of resources, including physical equipment, music and books. Physical equipment can be found in the storage cupboard and in the outdoor PE storage shed, whilst music and books can be

found in the hall.

All equipment must be stored in a way, which is readily accessible to both staff and pupils. All resources are labelled and each cupboard has a list of the contents.

A list of equipment (**see Appendix 3**) is available and staff are encouraged to regularly review the range of equipment in order to ensure adequate presentation of the programme of study.

Health and Safety

Safe practice in physical education has two components. The first embraces the wider responsibilities of the teacher, while the second component engages the pupil in Learning about the principles of safety as applied to themselves, their safe preparation and to the care and well-being of others. (**See Appendix 4 – Health and Safety Management in Schools, Guidance Note 26**)

The aim is not to eliminate every possibility of accident, which could only stifle natural tendencies to be venturesome and independent. It is rather to avoid the unnecessary risks and to enable the child to face sensibly those that cannot or should not be avoided. Many activities have a risk of injury, yet we have reduced the likelihood of these by identifying sensible and realistic precautions for teachers to follow in all indoor and outdoor Physical Education activities. (**See Appendix 5 – Risk Assessments**)

Jewellery

The only jewellery that will be worn in school are stud earrings, watches, and medical bracelets. For Physical Education all these should be removed. In the case of children having recently pierced ears and being unable to remove earrings, they must be covered with micropore tape, not plasters, as outlined in the county policy and this should be provided by pupils' parents. The school does not accept responsibility for removing or storing rings or studs. (**See Appendix 4 – Health and Safety Management in Schools, Guidance Note 42**)

PE kit

All children must wear suitable dress for PE - indoor PE must be **shorts** (not tracksuit bottoms due to possibility of catching on apparatus and restricting of movement) and T-shirt. Outdoor Games required shorts/tracksuit bottoms (depending on the weather), T-shirt, jumper and strong trainers with socks. Long hair must be tied back.

Kit can be borrowed from the class' PE clothing box or from other pupils who

volunteer. However pupils who have no PE kit for over 2 weeks running should be sent a note home reminding parents of PE time and importance of participation (**See Appendix 6**). Pupils without kits should in meantime be involved in learning by drawing/writing what the class have done in the session E.g. 4 passes in netball etc. All children must wear shoes to and from the hall. Gymnastics and dance activities should be carried out in bare feet, unless there is a valid reason not to do so.

Children must wear plimsolls if they develop warts, yet treatment should be in process therefore this should not last more than six weeks.

Staff

Staff should also be appropriately dressed removing jewellery as necessary and changing footwear, to increase stability and control when helping pupils with apparatus and providing support. Jackets, open cardigans, ties etc worn by teachers, are a safety hazard – where possible appropriate clothing should be worn.

Safety throughout PE lessons

Teachers have an additional duty of care in Physical Education, which is met through fulfilling their responsibilities within the teaching and learning strategies section of the policy. Pupils must be made aware of all safety issues related to Physical Education including the assessment and management of risks.

Teachers must establish safety rules and procedures with pupils e.g. checking of the apparatus prior to use, starting and stopping signals, stopping and moving off apparatus to sit and listen to instructions. It is the teachers' responsibility to ensure equipment is stored safely and tidily.

In addition, teachers should check equipment and the working space prior to the start of activity to ensure the teaching/Learning environment is safe. Any damaged equipment or gymnastic apparatus is reported to the PE Co-ordinator/head teacher and removed and/or labelled and not used. An external contractor completes an inspection of the PE apparatus including the outside adventure play equipment annually.

Fire procedure

There is a fire exit in the hall consisting of two double doors, in the event of a fire when pupils are in the hall during PE lessons pupils should exit from these doors. On entering the hall pupils should remove their shoes and place them behind a bench on the closest side to the wall. Teachers must establish a routine which the pupils are made familiar with for the positioning of their shoes, enabling them to retrieve them without fuss or confusing before lining up at the fire exit door, e.g. the first half of the register places theirs on one

side of the hall and the other half opposite. The teacher has the responsibility of taking the thermal warmth blankets from the hall (placed by the exit in the brightly coloured tie bag) and the pupils to a safe area before allowing pupils to replace their shoes and put on the blankets. Pupils with limited clothing should be directed to a safe place to keep warm – the local church adjacent to the school has been allocated (HT has gained permission).

Handling apparatus

Safe handling and use of all equipment will be taught from an early age and consolidated throughout life, encouraged and supervised at all times, for example specific procedures for lifting, carrying and placing apparatus correctly:

- a) Have one leader to offer commands (e.g. KS1 train driver leads and gives instructions etc)
- b) Bend knees, back straight to lift and lower
- c) Work in teams, never lift large apparatus independently
- d) Always travel in a forwards/sideways direction - be able to see in the direction of movement;
- e) Placement of apparatus carefully in position
- f) Carry apparatus at waist height, not lifted high.
- g) Fixed apparatus should generally be placed first followed by large mobile pieces, then linking pieces and benches and finally mats. This should be reversed when putting apparatus away.
- h) Fixed apparatus should generally be placed first followed by large mobile pieces, then linking pieces and benches and finally mats. This should be reversed when putting apparatus away.
- i) Pupils should sit **on the floor** by their apparatus, signalling it is ready to be checked.
- j) Mats should not be positioned to break a fall – they should be related to the pupil's confidence, control and ability. Mats should be used to cushion deliberate landings and used to create a safe area for the practise of actions such as rolling and inverted balances.

Safety of the warm up and cool down

Safe preparation is an integral part of every lesson. The warm up will involve:

- a) mobility exercises to prepare the joints
- b) pulse rising activities to prepare the cardiovascular system
- c) stretches to prepare the muscles and associated ligaments/connective tissue.

Specific muscle groups should be used that relate to the anticipated activity and bring about a full range of motion.

The warm up should be gradual and sufficient to increase muscle/core temperature without causing fatigue or reducing energy stores and whenever possible linked to the main activity. Aerobic activity, which incorporates mobility of the joints, should be completed prior to stretching; **you cannot stretch cold muscles.**

The cool down should prepare pupils' bodies and mind to gradually stop the level of activity required in physical activity. The cool down should also be gradual and sufficient to decrease muscle/core temperature, reducing the heart rate and breathing, and whenever possible linked to the main activity.

Again specific muscle groups which have been manipulated, should be stretched to prevent the build up of lactic acid and to prevent straining and soreness.

Risk Assessments

Generic assessments of risk have been carried out for all activities. These specify the assessments each teacher should carry out prior to all PE activities. (see **Appendix 5**)

Outdoor Play Equipment

Outdoor playground equipment is checked regularly by the caretaker and assessed by an outside agency yearly. Further guidance on playground equipment can be found in **Appendix 4 - Health and Safety Management in Schools, Guidance Note 37.**

Swimming

Within Physical Education teachers must adhere to the school accident and emergency procedures. Please refer to swimming guidance.

Sun Safety

Guidance on safety in the sun can be found in **Appendix 4 - Health and Safety Management in Schools, Guidance Note 43.**

Further Guidance

Further guidance for Health and Safety can be found in the school's copy of **Safe Practice in Physical Education and School Sport** and the schools **Health and Safety policy.**

Inclusion

Inclusion within Physical Education offers all pupils equal opportunities to take part and achieve their potential, reflecting the whole school philosophy on equality of access and opportunity. Girls and boys alike can achieve their potential at all of the activities covered, with inclusion paramount in all extra curricular clubs. Curriculum planning and the teaching of Physical Education will take into account the pupils age; attainment, gender, ethnicity and special educational needs to ensure the Learning environment and experiences enable each pupil to achieve their full potential. The contribution all pupils make will be acknowledged and valued; gender stereotyping will be challenged along with discrimination in relation to ability/lack of ability.

To overcome any potential barriers to Learning in physical education may require:

- adapted, modified or alternative activities that have integrity and to the activities in the programmes of study and that enable they make progress.
- specific support to enable them to participate in certain activities movement
- careful management of their physical regime to allow for specific conditions

See **Appendix 7** for differentiated activities for the less able.

Extra provision for children with special needs

- TA help may be required through a statement of SEN – this may be in the interests of the safety of the pupil or other pupils in the group
- Involve pupils as much as possible in the activities
- Ensure that a positive approach is used
- Set tasks that are achievable and celebrate these

Gifted and Talented

Pupils who are gifted and talented in PE are likely to show many or all of the following characteristics in their performance and approach to PE, sport and dance. Teachers should recommend to parents that pupils who are gifted and talented take the opportunity attend outside clubs to further talents.

Approach to work

They may:

- be confident in themselves
- take risks with ideas and approaches
- show high degree of motivation and commitment

Effective performance

They may:

- be intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions
- to be able to reflect on processes and outcomes in order to improve performances
- be a good decision maker and able to take the initiative
- be creative, original and adaptable, responding quickly to new challenges and situations.

Body skilfulness and awareness

They may:

- have a high degree of control and co-ordination of their bodies
- show strong awareness of their body in space
- combine movements fluently, precisely and accurately in a range of contexts

See **Appendix 8** for differentiated activities for the more able.

Step Framework

To ensure pupils have the opportunity to reach their full potential, use the Step framework when planning your lessons, incorporating these aspects:

Space

Time

Equipment

People

Planning

- When planning, teachers should first look at the planning grid of the activities in **Appendix 1**
- From this grid, the medium term plan should be devised. For support material, please use the Cambridgeshire scheme of work. This does not have to be used solely, and additional resources to support planning e.g. TOPS games activity cards, Val Sabin games and dance scheme, Cambridgeshire County Swimming Programme can be found in the hall.
- Teachers' use the medium term plans to develop short term lesson plans.

Assessment Recording and Reporting

The majority of assessment evidence will be collected through observation and listening to pupil answers, discussion and evaluation. The Learning Physical Education Policy

objectives for the unit of work provide a clear focus for the lesson planning and assessment.

- The framework for assessment with Physical Education is related to the School Assessment Policy for foundation subjects.
- Assessment of the pupils' achievements are made by the teacher and regularly monitored by the PE co-ordinator
- The National Curriculum eight levels of attainment are used at the end of each key stage to identify pupils' progress/attainment.
- Evidence gathered through both formative and summative assessment is used to inform teaching and to help the pupils to set targets. Pupils have ownership of targets so they know what they are working towards – personal bests
- Teacher assessments will be summarised in the end of year reports

Review and Monitoring

Monitoring of Physical Education will be the responsibility of the Senior Management Team, PE co-ordinator and Curriculum and Pupil Welfare Committee.

Monitoring will be carried out by using:

- a) teachers' planning and pupil assessment
- b) lesson observations
- c) discussion with pupils
- d) checking resources.

The Senior Management Team/PE co-ordinator will:

- a) check mid term plans for each activity prior to the start of term;
- b) observe at Least one lesson per year and talk to pupils;
- c) regularly check storage/quality of the PE equipment.

School and community Links

The school has good links with Swavesey Village College and the South Cambs School Sports partnership (SCSSP). The school takes part in a variety of tournaments some of which feed into national competitions. The school also uses links with local sports clubs to provide opportunities to extend gifted and talented children.

PE Co-ordinator

- The PE co-ordinator will use a variety of techniques to monitor and record pupil progress and attainment throughout the school.
- An overview identifying strengths and weaknesses enables the co-ordinator to review resources, teacher expertise etc.
- The co-ordinator takes a Lead interest in in-service training for PE; in particular that all teaching staff are competent and confident to teach swimming
- The co-ordinator takes a Lead in the organisation and support of sporting events such as sports day
- The PE co-ordinator is expected to keep staff up to date with changes and new ideas

Links to other policies

Teaching policy, Assessment and Recording policy, Spiritual, Moral, Social and Cultural policy, PSHE policy, Professional Development policy

This Policy will be reviewed on a three year basis.

References:

Blake, B. Spiritual, Moral, Social and Cultural Development in Physical Education, The Bulletin of Physical Education, Vol 32, No. 1, 1996

LA guidance for Adults other than teachers

Health and Safety, National Curriculum 1999

School Health and Safety policy

LA Educational visits document

Cambridgeshire School Improvement Plan

Cambridgeshire Education visits document

Health and safety management in schools document

Appendix 1 – Curriculum Plan

Physical Education Curriculum Map - 2014

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Fenstanton & Hilton Primary School
 "Passionate about Learning"

Y5/6	Outdoor	Netball	Tag Rugby	Hockey	Cricket	Tennis or Rounders	Athletics
	Indoor	Gymnastics	Dance Football or Work, Rest, Play	Circuits	Dodgeball	Handball	Swimming
Y 3/4	Outdoor	Tag Rugby	Netball	Cricket	Hockey	Rounders or Athletics	Tennis
	Indoor	Gymnastics Curl and Stretch	Dance Africa or ?	Gymnastics Balance/flight	Circuits	Swimming	Rounders or Athletics
Y1/2	Outdoor	Kicking/Striking or Foot Control		Roll, receive, travel with ball or Striking/Fielding(roll/throw)		Throwing and Catching or Net Games (throw, catch, strike)	
	Indoor	Gymnastics Body Shape or Travel and Stop	Dance – Action Words or On Parade	Dance – Sadness and Happiness or Dot, Wriggle, Dash	Gymnastics – Rocking and Rolling or Jump and Land	Dance – Wizard of Oz or What’s the time?	Gymnastics – Balancing making shapes or pushing and pulling
Year R	Outdoor	Music and Movement Responding to music (7hrs)		Gymnastics Balance and shape (7hrs)		Games Basic skills (7hrs)	
	Indoor	Gymnastics Space, themselves and others (7hrs)		Music and Movement Travel (7hrs)		Dance Sequencing movements (14hrs)	

Appendix 2 – Spiritual, Moral, Social & Cultural Development

[\\tsclient\J\PE\PE Policy\Appendix 2 - Spiritual, Moral, Social & Cultural development.pdf](#)

Appendix 3 – PE Equipment List

[\\tsclient\J\PE\PE Policy\Appendix 3 - PE Equipment List.pdf](#)

Appendix 4 – Health & Safety Policy, Health & Safety In schools Guidance

[\\tsclient\G\policies\Approved 2012 - 2013\Health Safety Policy 2013.doc](#)

[\\tsclient\J\PE\PE Policy\Appendix 4 - Health & Safety in schools.pdf](#)

Appendix 5 – Generic Risk assessments

[\\tsclient\J\PE\Risk Assessments\Generic Assessments\Generic Risk Assessment Form LEA.doc](#)

Appendix 6 – PE Kit Letter

[\\tsclient\J\PE\Missing PE kit letter for Parents updated letter head.doc](#)

Appendix 7 - Differentiated activities for the inclusion of the less able

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Appendix 8 – Differentiated activities for the inclusion of the more able

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