

Physical Education Policy (reviewed June 2020)

INTENT

Curriculum Intent Statement (October 2019)

'Enriching lifelong learning by promoting resilient, confident and caring pupils!'

WE WANT OUR PUPILS TO:-

- *have high expectations and belief in themselves each and every day;*
- *be self-motivated to acquire comprehensive mastery skills in communication, reading, writing and mathematics, and to be committed to achieve the highest possible standards in all other subjects;*
- *develop the curiosity and focus to build, retain and apply key knowledge and skills across the curriculum, with increasing fluency and independence;*
- *persevere when facing challenges with confidence and optimism;*
- *contribute to our school and community spirit, both today and in the future;*
- *show tolerance and respect for all differences and diversity in our school, neighbourhood and the wider world.*

Physical Education Curriculum Intent

Department for Education Vision for the Primary PE :

ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

We want our pupils to:-

Have a love of physical activity, and understand how to keep fit and healthy in future life.

Understand the fundamental movements (running, jumping, throwing, catching).

Enjoy learning new sports, and learn new skills which will transfer over into different aspects of their life's.

To develop a wider understanding of different sports across the world.

To have high expectations of themselves as they persevere in building and applying knowledge and skills in this subject;

To develop resilience and perseverance which can translate over to other areas in their schooling.

To take part in competitive sport and understanding the importance of winning and losing, honest competition and good sportsmanship.

To foster self-esteem and self-confidence through understanding the capabilities of ones self and other's.

To evaluate their own performance and try to develop it further.

IMPLEMENTATION

5 key indicators for PE:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

National Curriculum Program of Study:

Key stage 1

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 2

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. Physical education – key stages 1 and 2 3 Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. 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.

Principles of Teaching and Learning in PE:

At Brookfield Park pupils will have the opportunity to explore physical activity, through time in PE lessons and in school and out of school enrichment (e.g. visits from athletes and local competitions). SHARES will have a large influence on PE at Brookfield, will deliver one of the lessons each week and aid staff with CPD when appropriate.

At Brookfield Park teachers use a variety of teaching and learning styles in order to deliver the curriculum building confidence in various skills, sports and competitions. Teachers will model playing skills themselves, whilst using SHARES as a support system. There will be opportunities for practising and widening their knowledge through varied curriculum and extra-curricular activities. This wide and varied curriculum, aims to fill the pupils with confidence to want to perform in front of others.

At Brookfield Park, we aim to ensure that no pupil experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, race or national origin; their gender; their religion or beliefs. We value diversity of individuals within our school and do not discriminate against pupils because of ‘differences’. We believe that all pupils matter and value all families too. We give all pupils every opportunity to achieve their best by taking account of the pupils’ range of life experiences when planning for learning. As an inclusive school we recognise the need to tailor the approach to support pupils with identified SEN&D as well as those who are identified as benefiting from further enrichment and challenge.

Enrichment

Throughout their time at Brookfield Park pupils will have the opportunity to take part in various sporting events including fun runs, athlete visitors, trips to sporting arenas (cricket trip) and several chances to take part in competitive sport.

Health and Safety

The health and safety of our pupils' is of prime importance in our school and is an important factor in our PE programme.

All pupils' take part in PE unless there is a medical reason.

- Signal: A signal is devised so that pupils' will respond immediately to the teacher in the event of anything dangerous being observed. For example, a single whistle means 'stop'.
- Teaching pupils to understand the need for safe practise: warm up/recovery/techniques in physical activities and how to achieve this is 'on going' at all times
- Working area and surface: Teachers should check working areas and surfaces for any potential dangers to ensure areas are safe. Teachers should also consider their position in the hall, playground or field throughout the lesson to enable maximum observation.
- Clothes: Pupils (and teachers) should wear appropriate clothing. Brookfield Park PE kit comprises of a house t-shirt, black shorts and black pumps. Bare feet are encouraged for gymnastics and dance activities.
- Jewellery: Jewellery **should not be worn** during PE lessons and long hair should be tied back (plasters)
- Pupils without kit/medical/newly pierced ears partake in the P.E. lesson through observation of other pupils and discuss work/recording others actions/performance and relate findings to the class.
- Changing Early Years Foundation Stage and KS1 children change in their classrooms for P.E. The KS2 children change for PE in their respective changing rooms. Folding, tidiness, care of own belongings is encouraged: all pupils are supervised and observed by teacher/ support staff.

- Location P.E. activities are carried out in the hall and when weather permits on the KS1/KS2 playgrounds and school playing fields. Some events are held at other schools and sports arenas.
- Swimming Children in Year 5 have weekly swimming lessons. The children are taught safety aspects of swimming prior to the lessons beginning by the swimming instructors and pool lifeguards. Y4 are introduced to swimming during the summer term. Children in Y6 who have not completed their national curriculum award attend swimming lessons in the summer term.
- School outdoor adventurous residential Year 5 and 6 children have an opportunity to participate in an annual residential holiday. The health and safety of the children is paramount. The children's medical needs and emergency contact details are collected before the residential takes place.

Resources

PE Equipment/Safety

- P.E Equipment/apparatus is stored within the hall and resource room.
- When P.E. equipment is arranged for a lesson, **its safety must be checked by the teacher before use.**
- When introducing children to equipment **it is essential that they are shown how to carry and place equipment safely.**
- It is an essential part of a P.E. lesson that children should help to carry/ erect and put out their equipment.
- Children will need periodic reminders as to how to do this properly.
- Large apparatus: great care should be taken placing and erecting large apparatus.
- It is important that all equipment is placed safely back from where it was taken- untidiness can cause accidents.
- Smaller equipment is stored in the appropriate baskets/storage containers. Apparatus again should be stored in a tidy/safe way.

Pupils are taught that they are responsible for keeping equipment tidy, but it is the **teachers' ultimate responsibility** to make sure all equipment and resources are left tidy and safe.

- If any apparatus or equipment appears unsafe or damaged, it must be reported to the PE co-ordinator.
- Playtime equipment- 2 large boxes of playtime equipment are used on both KS1 and KS2 playgrounds to help provide opportunities for positive purposeful play. Supervision at playtimes is the responsibility of the teacher on playground duty and at lunchtimes by the Welfare Staff and the teacher on duty.
- Lunchtime activities are structured providing quality physical education. This enables the school to fulfil the requirement of providing at least 2 hours structured activities a week for the children. Playground games are encouraged by all staff. Activities during two lunchtimes are provided by the SHARES coaches.
- The SHARES scheme of work, Lancashire scheme of work and relevant Literature- Top Play/Sports Cards are all stored on the link station and are available to all staff.
- Safe Practice in Physical Education (BAALPE) is held by the P.E. subject leader.
- Reviewing equipment/apparatus is an on-going process. Provision of new resources each year will be in line with The School Improvement Plan.

What is the Sports Premium?

The government is providing funding of £150 million per annum to provide new and substantial primary school sport funding. The funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary schools to spend on improving the quality of sport and PE for all their children. Each school will receive funding based on the school roll. Here at Brookfield Park, this year, we have had £7,148 solely for developing the quality of Physical Education in school. The money can only be spent on sport and PE provision in schools to help impact the emotional, social and physical well-being of each child.

Why do we have the funding?

Our school has had the opportunity to spend the sport funding on improving the provision of PE and games. Our aim is to create a legacy for our school for future years in increasing participation and the quality of Physical Education. At Brookfield Park we recognise the value of PE to the health and well-being of the children both physically and mentally. In addition, we believe that an innovative, varied and well-balanced PE curriculum and extra-curricular opportunities can have a positive impact on the pupils' concentration, attitude and academic achievement.



How we use the funding?

The majority of the Sports Premium Funding is spent on specialist sports coaches from the SHARES group. These coaches provide high quality, challenging physical education lessons and ensure that our pupils are exposed to a variety of sports that they would not normally access in school for example, Futsal. The coaches deliver one lesson a week in Y1-Y6. They also deliver breakfast club activities on Thursday, lunchtime sports club activities and two after school clubs on Wednesdays and Thursdays. The coaches also deliver inset training for staff.

The SHARES group organize inter school sports competitions in a wide and varied range of sports and games for our pupils of all abilities. Visits are arranged to see professional matches. Recently, we have attended a county cricket match at Old Trafford and received a visit from ex-footballer Steve McMahon

Our school places a high priority on our PE provision and, as such, we believe that we have invested the sports premium funding well to further enhance PE inside and outside the curriculum.

IMPACT

Assessment/Monitoring and Evaluation

Assessment is used to inform future planning and to provide information about pupils throughout their time in school. This report and interrupted by the SHARES coaches and they send us data for each pupil in school. Assessment is used by teachers to assess the on-going process and not just the finished products or outcomes.

An annual report to parents/carers details attitudes towards PE, progress and achievements made in this area. In assessing pupil's progress in PE SHARES alongside teachers assess a pupil's ability:-

- to perform fundamental movements
- ability to assess their own performance
- to take part in competitive sport
- flexibility, strength, technique, control and balance
- outdoor and swimming activities.
- attitude towards sport, including resilience, perseverance and the understanding of how to keep themselves healthy.

The PE Leader alongside the PE Governor has the responsibility for monitoring standards of pupils' work and the teaching of PE in school.

The PE Subject Leader maintains a portfolio of photos and samples of pupils' work and displays to demonstrate standards, pupils' knowledge, progression in skills and coverage.



Review

This policy will be reviewed and modified as and when necessary