



PHYSICAL EDUCATION POLICY

Introduction

This policy outlines the teaching, organisation and management of the Physical Education Curriculum at Lowca Community School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

School Vision for PE

Healthy & Active Lifestyles

We aim to educate children to develop a greater understanding of the benefits of healthy living. Children need to practise skills on a daily basis to show commitment to keeping their bodies healthy. This will promote long term healthy, active lifestyle choices. We will build knowledge, improve skills and deepen social wellbeing within a fruitful partnership between home, school and the community.

Competitive Opportunity

Our aim is to nurture confident, resilient children who strive to achieve their potential through competitive experiences. We will encourage a positive attitude towards winning and an accepting approach towards losing within a range of sports. This way everyone can celebrate varying sports, skills and success in themselves and others in school.

We will provide, ***'opportunities for children to compete in a range of sports and other activities in order to build character and help to embed values such as fairness and respect.'*** This will be achieved through a small school's league.

We will ensure that;

'pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.' As pupils move into KS2 they will ***'continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to actions and sequences of movement.'***

National Curriculum 2014

We will offer a range of sports and physical activities that will encourage children to enjoy exercise now and also throughout their whole life. This will promote high self-esteem and confidence when faced with challenges in all areas of life at school, at home and in the community. Overall potential must be enhanced by celebrating success in all that our children strive to do academically and physically. Healthy minds and bodies support present and future learning and wellbeing.

In March 2013 the government announced that they would introduce a dedicated primary PE and Sport Premium that would go directly to primary school head teachers so that they could decide how best to use it to provide sporting activities for pupils. The government has since announced

that they would be spending over £450 million on improving physical education (PE) and sport in primary schools over the 3 academic years 2013 to 2014, 2014 to 2015 and 2015 to 2016.

Since September 2013, Ofsted inspections have reported on PE and sport provision and on how schools spend their additional funding. Schools are accountable and are required to publish details of how they spend (or will spend) their PE and sport grant on their websites.

Details of how the Sport Premium Funding is spent at Lowca Community School can be accessed by following the link:

<https://lowca.cumbria.sch.uk/wp-content/uploads/P.E.-and-Sports-premium-2021.pdf>

Rationale and Ethos

This policy was reviewed in November 2021. It recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement through impacting on attendance, behaviour and pupil attainment.

At Lowca Community School, we believe that physical education, experienced in a safe and supportive environment, is vital to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The teaching is based on progressive learning skills which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

Aims of PE

- Provide learning situations in which all pupils will be able to develop their physical ability to the full
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
- Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance
- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle. (Knowledge and understanding of fitness and health).
- Develop positive attitudes towards participation in physical activity
- Provide a safe learning environment for physical activity and an understanding of the need for safety
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour.
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement
- Promote equal opportunities for all and value the contribution of other's irrespective of gender, ability, social/cultural background
- To develop links between Physical Education and other aspects of the curriculum
- Solve problems and find alternative solutions to physical challenges on their own and with others
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in a creative way

- Set targets for themselves and compete against others, individually and as members of a team
- Understand how (and be able) to persevere, succeed and acknowledge others' success
- Take initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance (and value) of exercise in their lives
- Be given a firm foundation for life-long participation in sporting activity

Outcomes

Intended outcomes that we deem to be desirable from the PE programme include:

| | | |
|-----------------------------|---------------------------------|-----------------------|
| Skill acquisition | Skill application | Movement appreciation |
| Movement observation memory | Knowledge | Understanding |
| Health/fitness principle | Awareness of safety | |
| Competition | Rules how to officiate | Leadership |
| Challenges | Enjoyment | Creativity |
| Problem solving | Self-control | Tolerance |
| Respect | Honesty | Self esteem |
| Responsibility | Sense of achievement/well being | |
| Communication skills | Language terminology | |

Entitlement and Progression

In **foundation stage** the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

In **Key Stage 2** pupils should continue to implement 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, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, which utilise the same skills needed in other sports such as cricket, football, hockey, netball, rounders, 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

PE sessions are matched to the main hall timetable. Dependent on the activity, the staff will decide whether the session will be taught inside or outdoors. Whenever possible the staff will try to take the children outside. This allows them a greater access to more space.

Swimming and Water Safety

All children in KS2 have access to swimming instruction, and are taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

At Lowca Community School the children have historically had access to swimming instruction from Y3 to Y6 which takes place at Workington Swimming Pool where the lessons are coached by the pools' swimming coaches.

Judo

Additionally, all KS2 children have 10 sessions of Judo in school that is delivered by a qualified Judo Coach.

Safe Guarding in PE

In all areas of PE safety guidelines should be strictly adhered to, in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines **'Safe**

Practice in PE and School Sport' guidance provided by the Association for Physical Education. A copy of the document is kept in the PE Subject Leader file. Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.

PE Changing

When changing for PE, YR, KS1 and lower KS2 pupils will change together in their classrooms where as upper KS2 pupils will change in separate areas. The disabled cloakroom should be used by the Y5 and Y6 girls, whilst the Y5 and Y6 boys use their classroom.

School PE Kit

In the interest of health and safety appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below.

Indoor clothing = plain white or navy T-shirt, dark shorts and trainers. Children must have bare feet for gymnastics and dance unless they have medical reasons not to.

Outdoor clothing = plain white or navy t-shirt, dark leggings or tracksuit bottoms and trainers.

- A hoody or school jumper may also be worn at the discretion of the teacher.
- In warmer months the children can substitute leggings/joggers for shorts.
- Trainers must be worn outside. Indoor pumps are not suitable as the grip is insubstantial.

Failure to produce appropriate kit

The reluctance of some children to produce appropriate kit should be avoided if the child understands the necessity of changing for P.E. lessons and is familiar with the timetable. Staff will encourage and support all children to meet the requirements. If children are consistently failing to bring PE kit due to particular circumstances, then parents will be contacted by the PE coordinator.

All teachers must ensure that children tie long hair back; and personal effects including jewellery have been removed.

Staff Dress

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible jewellery should be removed to set a good example.

Accident Procedure

For school based activities staff should follow the guidelines in the Health and Safety Policy. For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits. For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use an emergency drill. There should be frequent practices involving the children.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment – all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. PE equipment is stored in two places; the hall and PE shed. The school office will arrange for an annual safety equipment check (gym equipment) by a recommended maintenance contractor, and will have their report.
- Children are taught to manage and use apparatus safely and effectively.
- Equipment will be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to a member of the PE team.
- Staff are aware of First Aiders within the School and there are several members of staff first aid trained across school.
- Staff have knowledge of the environment in which learning is taking place. They must check areas for hazards before any activity takes place.

Handling Apparatus

- Apparatus should be stored consistently and always returned to the same place.
- Apparatus needs to be easily accessible for all children.
- Children are taught how to lift apparatus correctly. They should know:
 - ✓ never to touch apparatus unless instructed to do so by the teacher
 - ✓ how many children should be holding it
 - ✓ where they have to grip the apparatus
 - ✓ To carry apparatus – never drag it across the floor
 - ✓ To have knees bent, back straight and head up ready to lift. They must walk when carrying the apparatus
 - ✓ Only to lift when everyone is ready. When ready lead child to say ‘one, two, three lift’ and when it is in place ‘one, two, three down’
 - ✓ When the apparatus has been positioned, children must sit on the floor to await instructions
- Always have plenty of children lifting the apparatus.
- Avoid walking backwards when carrying the apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing in the same direction.
- Mats should be put out last and put away first; this will avoid children tripping over the mats as they carry the apparatus.
- As a general guideline, children should only use apparatus which they can move themselves.
- Finally, when ready to use the apparatus, teachers should complete a risk assessment of the equipment with the children.

For reference, please see p114 – 119, Safe Practice in Physical Education and Sport

Equal Opportunities and Inclusion

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others. The P.E. curriculum should enable all children to benefit, there will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent.

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and resources.

Facilities, Equipment and Resources

Lowca Community School has a school hall, which is equipped with portable and fixed apparatus for gymnastics and a music centre and a large projector to support the teaching of dance. For the teaching of games, the playground has markings, goalposts and netball posts. There is an additional play area adjacent to the school building leading onto a garden area. Outside of the perimeter garden fence and adjacent to the main playground, there is a field area.

The KS2 children are transported by bus to Workington Swimming Pool in order to meet the National Curriculum swimming requirements.

The PE coordinator and Headteacher are responsible for purchasing and maintaining equipment in school.

Sports Day / Inter-school Sports

The PE coordinator organises the annual Sports Day in which all children compete in a variety of team events and traditional races. The Sports Day is run where the children participate wearing coloured rosettes, colours which represent local areas and lakes of the Lake District. These teams also run alongside our schools' reward system of house-points.

The PE coordinator will also organise and deliver the annual cluster Inter-school sports event which involves local cluster schools competing in a range of sports.

Staffing / Staff Development

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, the PE Adviser or through INSET. Any staff member who attends a CPD course must provide feedback/ disseminate the information.

Cross Curricular

Where relevant, links will be made to cross curricular themes and used as a means to develop cross curricular skills. For example:

Numeracy. In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems.

Literacy and Communication Skills will be developed by discussion in lessons and in problem solving, and by communicating ideas through movement.

Personal and Social. Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

ICT. Use of smart board technology, Ipads, videos,

Science. Our curriculum teaches children about the physical changes in the body, the positive effects of exercise on the heart and to how to eat a balanced diet.

Leadership and Management Roles

The Governors at Lowca Community School know about the current and projected expenditure of the Sport Premium funding via governor meetings and the school website.

The Head teacher will actively support and encourage staff by praising good practice and supporting staff development and resources.

The PE subject leader will:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff as well as giving advice based on their expertise.
- Produce a progression of skills and knowledge document, with lesson ideas to support colleagues in all aspects of the curriculum.
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that PE maintains a high profile within the school by championing the subject of P.E. with enthusiasm.
- Assist with recording keeping and assessment of the subject.
- Observe PE lessons to compile a picture of progression across the school
- Perform annual / termly planning scrutiny

Teachers should:

- communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher will be responsible for the planning and teaching of PE as set out in this Policy. The Teaching Assistant (TA), when available during PE lessons, will support the class teacher in delivering PE and in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher.

Assessment and Recording

Class teachers will assess and record pupil's progress based on agreed end of year expectations.

This Policy will be reviewed November 2023