



Physical Education Policy

This Policy was approved at a Senior Leadership Team Meeting on 5th September 2017

Headteacher: Ms Y Nunn

Signed.....*Yvonne Nunn*..... Headteacher

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Rationale

At Hampton Primary School, we recognise how important physical education is to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. Physical activity has been proven to improve health, reduce stress and aid concentration whilst ensuring correct physical growth and development occurs.

As a key area of learning within the National Curriculum, we strive to provide all children with a broad and balanced programme of physical education that is enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities offered at Hampton is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. In addition to this, children are able to have enriched sporting experiences with Miss Williams (HLTA Sports Coach), who is qualified in Archery, Fencing and Tri Golf, which is designed to satisfy the needs, abilities and interests of all individual children.

At Hampton, each class will receive two hours of physical activity per week. Currently, classes receive one Physical Education session with Miss Williams and are timetabled to have another Physical Education session per week with their class teacher.

Aims

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity inside and outside school by developing a positive attitude and interest in a wide range of physical activities as well as raising awareness of issues regarding Health Related Fitness.
2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child (i.e. aesthetic appreciation and understanding of Dance and Gymnastics).
4. To help establish the individual child's self-esteem and confidence whilst developing social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).
5. To ensure that every class includes Level 1 competition (intra house competition within the school) at the end of every unit of work.
6. To ensure every child has the opportunity to take part in breakfast and after school sports clubs, as well as external competitions and tournaments.

Guidelines

Hampton Primary School will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.

- Ensure children have the opportunity to represent Hampton in competitive sports fixture.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Measure and track children's base line fitness 3 times a year.
- Integrate PE into other curriculum areas where possible (e.g. use of athletics data in ICT and number work in both numeracy and PE lessons).
- Provide equal opportunities – inclusion of SEN and physical disabilities.
- Involve the outside community where possible e.g. Sports Day where parents are invited, Clubs (Change 4 Life) and Inter-school matches.
- Ensure children wear correct Hampton P.E. kit. for all lessons. (See below). Also, ensure teachers change into appropriate clothing to teach PE lessons.
- Adapt lessons for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.

The P.E. Curriculum

KS1 pupils

According to the National Curriculum, KS1 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.

KS2 pupils

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.

According to the National Curriculum, KS2 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.

Curriculum Framework

Teachers should use the curriculum framework as a starting point when planning their work in Physical Education. The grey A4 folders which hold these resources can be found in every classroom cupboard.

Units of Work

The folders have individual lesson plans and medium term planning which teachers can use immediately or can adapt to suit the needs of the class/teacher.

Basic Lesson Plan

Lessons should follow the same structure as any lesson in the classroom. If unsure, please use the following as a guide:

1. Warm up - 3 to 5 mins light exercise and stretching – discuss purpose, muscles & health.
2. Introduction (or Revision) - individual or pair work – share LO and SOS.
3. Development - more challenging tasks in small groups.
4. Conclusion - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics – assess against LO.

Further Points to Consider

- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best- work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

Cross Curricular Links

Ways in which PE can be taught in a cross curricular way are:

1. Science

- Health and Fitness.

2. Maths

- Speed.

- Distance.
- Time.
- Measuring.
- Recording.
- Handling Data.

3. English

- Speaking and Listening.
- Subject-specific vocabulary.

4. Music

- Rhythm.
- Tempo.

5. ICT

- Use of stop watches.
- Use of digital camera and digital video.
- Use of the internet for researching sporting events.

6. History

- Dances relating to a period in time e.g. Tudors/Viking

Health and Safety

PE kit

In the interests of safety and hygiene, teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children. Hampton Primary School PE kit is compulsory and consists of:

- White PE shorts
- House colour t-shirt
- Socks
- Trainers suitable for outside or plimsolls
- Tracksuits may be worn during colder weather

All jewellery must be removed for PE. If a student has newly pierced ears (i.e. 6 weeks or less) then earrings must be covered completely by tape provided by the parents.

Hair that touches a child's shoulders must be tied back in order to prevent entanglement in apparatus and to prevent it obscuring vision.

Pupils who fail to bring in the correct PE kit will be required to borrow school kit. Failure to bring the correct PE kit will result in a letter home.

When taking part in activities such as Dance or Gymnastics, children will be bare foot.

For swimming lessons, children must bring a towel and girls must wear a swimming costume and boys must wear swimming trunks. Children are NOT allowed to swim in underwear.

General Points

- Teachers should also wear appropriate clothing.
- Teachers will not take responsibility for looking after jewellery.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through illness or injury should stay at school with another class.
- In all other PE lessons children not participating should remain with their class helping in the lesson or doing PE related work.

Forgotten kit procedure

Pupils who fail to bring all or part of their appropriate PE kit will not be allowed to participate. These pupils will be expected to complete alternative activities i.e. written work that is related to the lesson they should be taking part in. If children continue to not bring in their kit, staff will follow the school's forgotten kit procedure outlined below:

1st forgotten/inappropriate kit – verbal warning from the teacher

2nd forgotten/inappropriate kit – phone call home to parents/carers

3rd forgotten/inappropriate kit – meeting or phone call with the Family Liaison Officer

Children should have their kit in every day as changes to the timetable sometimes mean that PE is undertaken on different days.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

OTHER ISSUES

Swimming sessions have been risk assessed and copies are in the School Office. All playgrounds and halls (including apparatus) will be safety checked annually by a specialist company.

Recording and Assessment

The PE Curriculum Framework will serve as a record of the broad topics covered (units of work) in each activity area for subsequent teachers to refer to. In line with overall school policy, teachers should make notes of significant achievement against the progression maps for each PE unit. During swimming lessons, distances achieved should be noted and the PE coordinator informed. However, end-of-year reports should remain firmly focused on qualitative judgements based on observation of achievement and progress made.

The following criteria should be taken into account and questions answered:

- Pupil record of participation.
- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class. Does he/she: cooperate, dominate, and withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

Our Sports Coach – Golden Mile, Performance Registers, buying into assessment from Partnership to be implemented in September.

Equipment and Resources

Safety

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinators and taken out of use. Children should be made aware of safe handling of the PE equipment as demonstrated by the teacher of PE Co-ordinators.

Locating equipment

Gymnastics equipment for all classes is kept in the hall. Core Games equipment is kept in a locked PE shed on the KS2 playground. The shed is usually unlocked during the school day however should you require access the two PE Co-ordinators have a key.

Ordering Equipment

Any new equipment required can be ordered through the PE coordinators. The PE and Sport grant has meant that the school has already invested in new equipment to be used during playtimes and in PE lessons.

STAFF TRAINING

- The PE co-ordinator will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the PE co-ordinator.
- The PE co-ordinator will have a program of team-teaching set out through the year to support staff. This will be targeted to newly qualified teachers, new staff and in areas where existing staff feel unconfident.
- Staff INSET time PE training: assessment procedures.