



**Roe Lee Park
Primary School & Nursery**

Free to Flourish

***Physical Education
Policy***

Our Mission Statement is:

'Children, parents, governors and all staff to work together to ensure that everyone fulfils their potential and enjoys a rewarding experience'.

Statement of Intent.

We believe a high quality PE curriculum should be an integral part of Roe Lee's whole school curriculum.

PE at Roe Lee is a subject that staff, pupils and parents understand and can contribute to and always takes place in a safe and supportive environment.

PE is a unique and vital contributor to our pupil's overall development and well-being including their physical and mental health.

Through PE and School Sport our children can learn to develop the important life skills of discipline, resilience, communication, team work, and ambition and that these skills support the overall vision of Roe Lee Park School.

Physical Education at Roe Lee is concerned with helping our pupils achieve successful mastery and management of the body in a variety of activities, games and settings. Its purpose is to enable all pupils within the school to become independently active by developing their physical skills and competencies, their health and related fitness and methods of safe practice. Physical Education provides ways of learning through action, awareness and observation of others. Our pupils will learn to make decisions, solve problems, refine their movements and strive for improvement both individually and as team members. Participation in physical education will not only improve the range of necessary skills, it will also develop self-confidence, awareness for others, fair play and commitment. It should give every individual the opportunity to develop positive self-esteem and an understanding of the capabilities and limitations of themselves and others.

In line with our mission statement, Physical Education is also taught to give pupils both enjoyment and fulfilment; this is achieved through exercise and activities that promote a sense of purpose, a positive attitude to physical activity and satisfaction in overcoming challenges placed before them. Our pupils should be able to cope with both success and failure during competitive situations and appreciate the value of each individual's efforts. Above all, pupils should feel that Physical Education at Roe Lee Park is fun, enjoyable and worthwhile.

Legal Framework.

This Policy will have regard to the following statutory and non-statutory guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study>

<https://www.afpe.org.uk/physical-education/2020-edition-of-safe-practice-in-physical-education-school-sport-and-physical-activity>

Roles and responsibilities.

Subject Leader: Mrs Debs Campbell

The role of the teacher responsible for Physical Education will include the following:

- Responsibility for the formulation of policy regarding Physical Education and the monitoring and evaluation of the success in the teaching of Physical Education within the school.
- Acting as consultant, advisor and in-service organiser for other members of staff.
- Responsibility to keep up to date through attending in-service courses, making visits and reporting back to staff.
- Class teaching.
- Responsibility for advising on and ordering resources.
- Responsibility for the up-keep and stocking of equipment in the Physical Education storeroom and of equipment in the hall area.
- The co-ordination of all entries for all sporting events in which the school participates through the School Games Organiser for BwD.
- Attendance at meetings concerning school sports associations.
- To have input for physical education within the School Development Plan.

Organising the provision of sporting opportunities through various clubs with expert input of teaching from specific professionals.eg. BRCT, Sporting NRG, Lancashire cricket.

Teaching and Learning.

In order to accommodate individual differences in pupil's development, a range of teaching and learning strategies should be used. The strategy used will depend on the purpose of the lesson aims, and the needs and responses of the children to the activities. Strategies that will be used include: -

- Precise teacher instruction, explaining exactly what the children are required to do, and allowing for careful assessment and monitoring of individual skills.
- Open-ended activities, where the children are required to be more independent and work things out for themselves, with little teacher participation or instruction.
- Individual practice of key skills in each area.
- Partner and group activities to extend skills, and use them in a semi competitive situation.
- Teacher demonstrations of the necessary movements and techniques.
- Individual and group demonstrations by children to show how a particular skill or routine should be attempted.
- Team games and competitive situations, where the children can apply a large selection of practised skills.
- Tuition of individuals and groups by the teacher while they are practising the skills.
- Opportunities for the pupils to observe others, and to select exemplary movements and techniques as demonstrated by their peers.
- Acknowledgement by the teacher of good practice, and the development of high quality activities.
- Pupils to perform self-assessment and appraisal, having watched others, and developed methods of self-improvement.
- A variety of practical participation tasks in which the pupils can reflect on what they have done and evaluate their own learning, applying their knowledge to subsequent tasks and activities.
- Setting activities that show progression, and allow the children to improve their confidence, work more independently from the teacher and assume more responsibilities for their attainment in Physical Education. These may include: -

Setting tasks that require the development of new knowledge, understanding and skills.

Including elements in each activity that vary in difficulty and quality.

Making links between the various Physical education areas and other curriculum subjects.

Moving from familiar to unfamiliar contexts. e. Applying existing knowledge and skills to increasingly complex situations.

- Contributions, where appropriate, from other members of staff with an expertise in a particular area of physical activity.

Gifted and Talented - Any pupil who has a particular area of talent is kept on a list that the PE Coordinator has. They are signposted to clubs and given the opportunity to represent the school in sporting competitions. During February and May half terms year 3/4 and 5/6 children are invited to a week of sporting activities.

Provision for SEND children – All children are included in the lessons with activities adapted for individual needs. 1 to 1 adults support with this in class. Opportunities are available for children to participate in events in BwD specifically for SEND children. Non-participation Physical Education is a very important part of children's development and all children are expected to take part, as far as possible. Any child unable to participate in lessons through medical reasons should provide a special arrangements form completed by a parent or guardian or provide a letter from home. Children who are unable to go swimming will go to the baths and sit and watch. Non-participants in other Physical Education lessons should be encouraged to take as active part as possible in the activities, e.g. refereeing, timekeeping, scoring, evaluating performance, videoing.

The Curriculum.

EYFS.

During EYFS, pupils will be taught to:

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing.

KS1.

During KS1, pupils will be taught to:

Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

Perform dances using simple movement patterns.

KS2.

During KS2, pupils will be taught to:

Use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.

Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.

Perform dances using a range of movement patterns.

Participate in outdoor and adventurous activities, both individually and within a team.

Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

In relation to swimming, pupils within KS1 and KS2, will be 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 breaststroke.

Perform safe self-rescue in different water-based situations.

Planning.

Planning is the responsibility of the PE Co-ordinator with input as and when necessary from teachers. It is used to set clear, progressive achievable goals and to ensure the work is appropriate to the pupil's abilities and experiences. The basis for all work in Physical Education will be guided by the National Curriculum for Physical Education and the Lancashire scheme of work.

The planning will comprise of: -

A long term overview plan which presents the Physical Education curriculum in outline form, showing all the areas that will be covered by each year group, and the order in which they will be undertaken.

Activity programmes as part of the Physical Education Scheme of Work that maps out the content and progression through each year and key stage and give further detail on the key activities and games, showing the work to be covered each half term.

Weekly/short term plans that detail work for each individual activity, focus on the key aims and objectives per lesson, and allow for assessment and evaluation of pupils' progress.

Assessment and Recording.

Most of the PE provision is provided by the subject leader. Pupils will be assessed through observations made during lessons by the subject lead or class teacher.

Teachers will record the progress of pupils against the learning objectives for the lesson.

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Individuals' assessment information will be recorded to help pupils' future teachers plan appropriate work for them and assist in the assessment of pupils' progress each year.

Pupils will be assessed as emerging, expected or exceeding.

Annual assessments of each pupil will be used to inform parents of their child's progress and attainment.

Parents will be provided with a report about their child's progress and effort during the Summer term every year.

Verbal reports will be provided (if needed) at parents' evenings during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the class teacher or PE co-ordinator.

A record will be kept of when a pupil is unable to participate in a lesson, along with any evidence supplied. If this becomes a regular occurrence parents/carers will be rung/spoken to, to look at a positive move forwards to encourage participation.

The Lancashire PE scheme which can be used in lessons to track all the children's progress. Core tasks can be implemented to cover all strands of the PE curriculum to see where the children are at and what progress they have made. Also class tick lists with key skills being covered will be used by all adults in the lessons to record children's progress. This will help to track gaps in children's progress and assist the PE co-ordinator / class teacher with their planning. Alongside this the PE co-ordinator / class teacher will continue to ask the children for oral feedback following practical demonstrations. This may be from individual, partner or group work. Gymnastic and Dance routines can be videoed and observed in the lesson. Children are given a focus to look at or time to make general comments about what they see.

Reporting to parents is intended to give a clear and helpful picture of pupil's progress. Progression within Physical education is discussed with parents attending parents' evenings or by appointment with the PE Co-ordinator /class teacher. All reports comply with the statutory requirements and provide parents with information regarding sporting achievement within physical pursuit, progress in the various aspects of Physical Education and other skills and activities. The reports are compiled by the class teacher/PE Co-ordinator and read and signed by the Head teacher.

Cross Curricular Links.

Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.

English.

Pupils are encouraged to describe what they have done and to discuss how they might improve.

Mathematics.

Pupils further develop their counting skills by keeping score during team games.

Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.

PSHE.

The benefits of exercise and healthy eating are explained to pupils.

Pupils are encouraged to make informed choices about their lifestyle.

The opportunity to act as team leader or part of a team is provided.

Pupils' self-esteem is promoted.

Spiritual, moral, social and cultural development.

Pupils learn to express their feelings in a healthy way.

Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.

Pupils are encouraged to respect other pupils' levels of ability.

Science.

Looking at changes in their bodies during exercise.

Geography.

Following maps and landmarks to orientate themselves around a route to find the clues.

History.

Looking at the history of a sport or sporting event. eg. The Olympics, Football World Cup.

Extra Curricular.

The school provides pupils with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills.

Extra-curricular opportunities are provided to pupils with the aim of allowing them to put into practice the skills they have developed in lessons, as well as foster a sense of cooperation among pupils, whilst introducing a competitive element to team games.

There are a variety of PE-related extra-curricular activities for pupils to participate in outside of school hours, including some of the following:

Athletics

Football – boys and girls

Cross Country

Dance

Multi skills

Tag Rugby

Cricket

Gymnastics

Netball

Cycling

Badminton

Tennis

Boccia

External sports coaches will lead activities and clubs, where appropriate.

Parents will be made aware of the extra-curricular activities on offer at the school via the school newsletter and a letter home. Where a payment is required parents/carers will be made aware of this.

The school participates in regular sporting events against other schools –pupils and parents/carers will be made aware of these fixtures with due notice.

Participation and success of extra-curricular events, such as sporting competitions, will be celebrated during assemblies.

All teaching staff will actively encourage pupils to be physically active outside of school.

Equal opportunities.

All pupils will have equal access to the entire P.E. curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all P.E. lessons.

Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

Roe Lee Park aims to provide more academically able pupils with the opportunity to extend their thinking through extension activities such as Killer Questions for children to expand on their learning and progression.

Roe Lee Park Primary School strives to enable all children to reach their potential. Tasks, games and activities in Physical Education will be differentiated so that the children are challenged to achieve a successful outcome. On occasions, children will be grouped so that each group can achieve their full potential at the level they are working at. Differentiation is an important factor influencing children's learning. It will be achieved by a variety of strategies including: -

- Modifying the equipment used so that children find the skills more relevant and accessible – this may include the use of smaller or larger bats and balls, depending on the ability of the child.
- Using lighter, manageable equipment to accelerate learning.
- Children will be given suitable equipment to use, so that they feel comfortable while practising the relevant skills.

- Ability grouping (where appropriate) so that children will feel more confident, and will develop at the appropriate rate.
- Peer partners of differing abilities to be put together, enabling one child to assist their classmate, and to encourage working together.

The Special Needs Code of Practice is followed to identify individuals in need of additional support and to provide the appropriate support to enable them to progress. Pupils with Special Educational Needs will be given equal access and opportunity to the full range of activities, and will be helped to participate alongside their peers as far as possible. Their participation in Physical Education will be monitored and evaluated in close consultation with the Special Educational Needs co-ordinator, the parents/carers and any special needs personnel.

Reporting Accidents/Health and Safety

The school will follow the safety requirements as laid down by the guidelines in "Safe Practice: In Physical Education, School Sport and Physical Activity" (afPE) 2020 with particular attention to: -

- Jewellery
- Supervision of children
- Pupils with Special Educational Needs

In addition, the teacher should ensure that there is a safe working environment whatever the activity that is taking place.

The school's health and safety policy outlines the safe codes of practice for our school and provides the necessary guidance on the response and reporting of all accident. Additional reference must be made to the following documents which are specifically related to safety requirements in Physical Education, and which the Physical Education Co-ordinator's has.

Particular attention should be made to the following points: -

- If any jewellery cannot be removed, then it must be secured with tape or sticking plaster at home prior to the lesson. Staff cannot be held responsible for anything that is lost or stolen.
- Children should be supervised at all times, especially when potentially dangerous equipment or apparatus is being used.

- Teachers should ensure that there is a safe working environment for every Physical Education activity, and that whenever possible, all hazards have been removed. Teachers should identify any possible risks, and finally implement these measures, ensuring they are effective through regular monitoring or inspection.
- Long hair must be tied back.
- Equipment will be maintained in a state of good repair and any faults should be reported to the Physical Education co-ordinator and/or Headteacher.
- All equipment should be stored as safely as possible.
- Pupils should behave in a responsible manner, and should understand the danger implications of poor behaviour. The Physical Education co-ordinator has responsibility for maintenance and storage of equipment, but other members of staff should leave the area of activity as safe as possible, replacing equipment neatly in the correct location. The Physical Education co-ordinator is also responsible for ordering equipment, so any shortages or needs should be brought to their attention.

Policy written by: Mrs D. L. Campbell

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