



**MELLERS PRIMARY SCHOOL**

**PE POLICY**

**January 2017**

## **Aims and purposes:**

PE offers opportunities for pupils to:

- become more skilful and intelligent performers, acquire and develop skills, perform with increasing control, increase competence and confidence in a range of physical activities and contexts.
- learn how to select, develop and apply skills and ideas which suit activities that need different approaches and ways of thinking.
- set targets for themselves and, where appropriate, compete against others individually and with team cooperation.
- improve observation skills and the ability to describe and make simple judgements on their own performance and that of others, and to use their observations and judgements to improve that performance.
- take the initiative, lead activities and focus on improving aspects of their own performance, as well as being positive role models.
- respond to a variety of challenges in a range of physical contexts and environments.
- develop positive attitudes to participation in physical activities, competition and discover their own aptitudes and preferences for different activities, producing well-balanced and rounded young people.
- develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercise, combined with an appropriate diet and active lifestyle.
- make a positive contribution towards the future of sports in the local community through linking with local clubs, including promoting such clubs and encouraging and facilitating pupils to join them.
- Offer extra-curricular activities related to physical education so that opportunities are available for all pupils.

## **Key aims across the school:**

- to provide a well-balanced programme of physical education covering a variety of sports. The programme will include; games, gymnastics and dance (also athletics, outdoor adventures and swimming)
- to promote a positive attitude to health and hygiene
- to develop personal qualities such as self-esteem, decision making and self-control
- to develop communication skills through PE vocabulary - to engage in competitive sports and activities to help develop values and positive attitudes such as, team spirit, co-operation and respect for rules and others.

## **Objectives**

### **Curriculum:**

PE units must cover the objectives from the National Curriculum. A diverse range of topics should be covered to ensure that all objectives are met. The objectives are as follows:

## **EYFS**

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

### **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.

Curriculum planning can be discussed with the PE specialist. Teachers must be aware of the facilities and resources available and plan accordingly. Should the school be entered in any

sporting events, units of work should be planned to prepare the children. Lessons are blocked to allow for greater depth of understanding and skill development, time for consolidation of learning, and then contextual application of skills and learning in a competitive environment. It is the PE coordinator's responsibility to communicate with any external agencies that may be offering coaching or schemes of work. It is also their responsibility to set up arrangements should a working relationship be agreed.

### **Planning:**

Teachers are to plan their own lessons unless their class is being taught by the PE specialist. The PE specialist may assist with planning lessons and provide resources. All lessons should consist of a warm up, core activity and then a cooling down session. PE plans need to build upon the prior learning of children and should challenge pupils. Lessons should provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. Activities should be differentiated appropriately so that everyone can access the learning and so that more able children are stretched. When a PE specialist is leading a session, the class teacher must be present so that they can learn and develop teaching strategies for PE.

Classes will undertake one term of dance, one of games, one of gymnastics and athletics on a rotational basis throughout the year. Alterations to lesson organisation will be expected if a specialist sports coach will be teaching one specific area for an extended period.

All Teachers must plan to use the wall apparatuses in some of the gymnastic lessons. The PE coordinator will arrange time slots for each class. Teachers should request any slots and they will be given depending on the availability. Any changes need to be communicated in briefing and notified to the PE coordinator.

The Quackers syllabus is followed for swimming.

### **Areas of activity as stated in the national curriculum:**

All pupils will have the opportunity to play in competitive sports, games and activities, both against self and against others, in school and against other schools.

- All years in key stage one and key stage two: gymnastics, dance, games (competitive sports), athletics, fitness, and outdoor and adventurous sports.

-Swimming is carried out from F2 – Year 6.

F2 and Year 1 swim all year. Year 2 and 3 swim for half a year. Year 4 and 5 swim for one term. Year 6 swim for half a term.

- Nursery and reception activities arranged by Foundation Stage staff - Outdoor adventurous activities – for all years, five and six will also have more outdoor activities during a school residential trip.

-Wide range of club activities available to KS1 and 2, both in and out of school hours.

### **Inclusion:**

The school aims to provide the highest quality PE lessons for all pupils. Tasks and the use of resources need to be challenging, but also matched to different abilities and needs. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources and use of facilities. Where possible, support staff are available to work with and specifically help pupils who require extra assistance. Teachers could consider

the following strategies which will help enable all pupils to achieve further development and progress in lessons.

- Modified activities (changing rules, playing area, equipment)
- Included activities (all pupils play adapted games)
- Parallel activities (all pupils take part in the same activity, but in different ways)
- Separate activities (alternative activity offered that pupils undertake part on own)
- Planning with the inclusion/SEN manager, class teaching assistants, and/or school nurse
- Very brief notes should be made on plans regarding the above.

### **PE kit:**

Children should wear black or blue shorts or trousers, a plain white t-shirt and trainers. Girls can wear leggings. Football tops, vests and crop tops are not permitted. All jewellery should be removed before lessons. It is recognised that there are certain issues surrounding religious practice, which may mean this policy may need to be compromised. The school will seek advice, and follow LEA guidelines on these matters.

### **Equal opportunities:**

At Mellers Primary School we believe that all pupils, irrespective of race, gender, special educational needs or ability are entitled to a full and comprehensive programme of physical activity which:

- fulfils the statutory National Curriculum requirements
- takes into account their individual needs and abilities
- provides them with opportunities to pursue activities to their potential.

### **Assessment**

Assessments are generally to be based on teacher judgements. At a basic level, this can be achieved by:

- watching pupils work
- talking to pupils about what they have done
- listening to them describe what they have done
- pupils self and peer evaluate
- you comment as appropriate
- pupils need to be taught how to compete, compare and keep record of their personal best times. This should be encouraged in all lessons but should be recorded for athletics, fitness and sports day.

### **Record keeping:**

At the end of each unit (per half term), a class assessment should be carried out by either the teacher, the PE specialist or both. The format will be emailed out so that teachers can be aware of the key objectives and identify whether pupils have achieved them. An electronic copy or a scanned version of the assessment should be emailed to the PE coordinator who will keep the records.

### **Resources**

There are a wide range of resources in storage within the school. Equipment available exclusively for break time use is kept in the sheds which are situated in the Y1/2, Y3/4, and

Y5/6 playgrounds. Staff on playground duty should ensure that this is available to pupils. Some is also supplied for specific use by the inclusion team.

Curriculum resources are stored in the PE cupboard which is situated at the back of the middle hall. Equipment includes a range of balls, bats, hoops, quoits, skipping ropes and bean bags. Occasionally the PE cupboard may be locked. The key can be obtained from the office. Staff are responsible for obtaining the equipment they need for their lessons. The PE shed must be kept tidy and orderly. There are labelled signs in the shed and equipment should be put back in the correct place. If equipment is needed which is not readily available, a note should be given to the PE coordinator. Equipment could then be retrieved and supplied, or ordered as necessary (budget permitting). Please note that pupils are not allowed in the PE stock cupboard at any time unaccompanied. This is a health and safety requirement.

### **Cross curricular links:**

With regard to cross-curricular opportunities, the following suggestions (further discussions could take place in year group meetings) will promote PE through a range of other areas. These non-exhaustive examples include:

-*maths*: timing, measuring and data handling

-*ICT*: as with maths, with possible use of the word processor, 'Googling' information about sports techniques, rules and personalities

- *literacy*: all areas with, for example, looking at rules and instructions to sports and games, writing recounts and reports, devising own rules

-*science*: health, exercise, hygiene, heartbeat rate

-*humanities*: looking at the history of activities and where they have taken place.

**Complied by: Martin Mckeefry**

**Approved by Governing Body:**

**Review Date:**