

# Featherstone Primary School

## Physical Education Policy



**Governing Board approval date:** Nov 2022

**Monitoring, evaluation and review:** Nov 2024

### **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

### **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

We aim to:

- Develop physical competence, stamina and strength
- Develop an appreciation of the value of participation in sustained physical activity
- Develop the concepts of fair play, team work and good sportsmanship
- Gain satisfaction and pleasure from physical activity
- Develop the skills necessary to be able to plan, perform and evaluate physical performance
- Teach children an awareness of safe practice through physical education
- Engage in competitive sports and activities lead healthy active lives

### Time Allocation

The amount of time allocated to P.E. is two hours a week for both key stages.

### PE Kit

<b>Top:</b>	Plain White T-Shirt or a Plain white polo-top
<b>Shorts</b>	Navy blue/black shorts (Girls may wear blue or black leggings instead of shorts if required for religious reasons)
<b>Outdoor</b>	Black Joggers
<b>Footwear</b>	Black pumps (KS1) / Trainers (KS2)
	<b>PLEASE CLEARLY MARK ALL P.E KIT WITH YOUR CHILD'S NAME</b>

When pupils are taking part in off-site activities they are expected to wear the appropriate clothing in accordance with the sport and facility. Teachers will provide guidance where necessary.

Pupils are expected to bring PE kit to every lesson. This should be in school during the entire week (excluding swimming kit). If a pupil is unable to take part in a PE lesson a note from their parent/guardian will be required to excuse them from the activity. A pupil will not be allowed to participate without PE kit. School has spare kits which can be borrowed as required. These must stay on school site and will be washed by school.

Parents will be spoken to if pupils fail to bring the correct PE kit. If there is a repeat, a phone call home requesting the reasons for the pupil not bringing in correct kit will be made. Teachers will make a note of this electronically on a daily basis so that office staff can contact home in a timely manner.

### Safety and Class Management

Members of staff are responsible for safety and security of the sports activities. The school hall should be checked at the beginning of each lesson of use to ensure that the floor surface is clean and free of any hazardous materials or equipment. We use the same management techniques in the teaching of

P.E. as we do for all other subjects but in addition special attention must be given to safety issues and use of resources.

The following safety guidelines must be adhered to:

- Ensure tables, chairs etc. do not protrude into the working area
- Equipment should be checked before the lesson and any problem or fault should be reported to the co-ordinator.
- Children should be taught how to lift and carry apparatus correctly.
- Ensure that a sufficient number of children carry each piece of equipment.
- Apparatus should be placed with sufficient space and landing areas.
- All lessons should begin with a warm up and end with a cool down.
- Refer to policy on arrangements for reporting accidents
- Risk assessments will be carried out by the staff.
- Teachers are acting in loco parentis when exercising the duty of care owed to pupils and that their duty of care cannot be transferred to anyone other than a qualified teacher.

There may be individuals within the group for whom an extra degree of awareness is necessary. For example children who:

- Use wheelchairs
- Lack co-ordination
- Are vulnerable to physical contact
- Have a sensory impairment

Before a lesson starts staff should:

- Have procured any necessary safety equipment and undertaken any specific safety measures
- Know how and when to use any particular facilities and equipment
- Have identified the quantity and condition of the equipment to be used by pupils

All teachers should:

- Wear suitable clothing, including footwear
- Give clear and concise instructions
- Establish rules and ensure they are followed
- Be in a position to view all children working
- Ensure that all equipment is checked and returned
- Record any accidents in the school accident book

In case of emergency staff should:

- Be familiar with evacuation procedures in case of fire or other emergency
- Know the location of fire point
- Know the location and identity of members of staff trained in First Aid

## **Equal Opportunities**

Featherstone Primary School is committed to equal opportunities and will do its utmost to include all pupils regardless of gender, colour, religion, ability or disability in accordance with the whole-school equalities policy.

However as Physical Education is by definition active, and some of the activities in PE have attached risks, there are occasions where inclusion is not appropriate for the safety and enjoyment of all participants.

Where pupils are not so confident in P.E and Sport we have the following clubs to as a pathway to sport.

- The after school sports club play an important role here at Featherstone Primary School. All children are given the opportunity to compete at L1 & L2 competition levels
- The Change 4 Life Club is integral to the growth of pupils' in the school. The club is run by teaching staff takes place weekly. The club is a place for pupils to grow in confidence, improve social & practical skills

## **Extra-Curricular Activities and Sports Clubs**

A range of extra-curricular activities and sport clubs run after school for children, because Featherstone Primary School is committed to providing wider opportunities around school sport. As such, we run a variety of extra-curricular clubs on an open-access basis during the school year. These are managed by staff and also external providers. All clubs and activities are in line with the inclusion and physical development outlined above.

Parents are informed of when these clubs take place and can apply for their child to take part. Pupil selections are not made on a first come basis, but instead the selection criteria are based on the following:

- talented skills in sport.
- pupils that are disadvantaged and unable to access sport out of school.
- improving pupil's health opportunities.

## **Cross Curricular Links**

Teaching staff deliver all areas of the curriculum and aim to teach effective PE which addresses other curriculum links. Although the links are not always overtly displayed, staff will draw attention to them whenever the opportunity arises.

1. Science: Health and Fitness, diet and nutrition, human body
2. Maths: Speed, Distance, Time, Measuring, Recording, Handling Data
3. English: Following instructions, speaking and listening, subject-specific vocabulary
4. Geography: Map-reading
5. Music: Rhythm, tempo and dance

## **Assessment**

### **Informal Assessment (Formative, lesson by lesson)**

Informal assessment is carried out on a lesson-by-lesson basis and may or may not be recorded, according to the preference of the individual teacher.

**Formal Assessment (Summative, skills based)**

P.E assessment is ongoing. The information will appear on a child's end of year report. The end of year report will also form the formative report of a child's progress, in this subject. Swimming is assessed using the ASA Swimming Charter Awards Scheme. Swimming takes place in KS2 only. By the end of Key Stage 2 there is a minimum expectation to swim 25 metres.