

Netherton J&I PHYSICAL EDUCATION POLICY



Subject Leader – Miss C Reid

PE at Netherton Junior and Infant School

Our Physical Education curriculum has been specifically tailored to meet the needs of all pupils in our school. It is designed to be broad and balanced, providing pupils with the opportunity to master their learning and deepen their knowledge, making sense and giving purpose as to why we **learn** about P.E.

According to the National Curriculum, the aims of PE are:

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

National Curriculum

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.

Learning Overview

Early Years

In reception, our children take part in two planned PE sessions per week as well as accessing the outdoor area within early years provision. We encourage the physical development of our children as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Key Stage 1

Pupils are taught the knowledge, skills and understanding through

- Dance
- Games
- Gymnastics
- Athletics

Key Stage 2

Children are taught the knowledge, skills and understanding through

- Dance
- Games
- Gymnastics
- Swimming
- Athletics
- Outdoor adventurous activities. During Year 6 pupils undertake a residential visit to Robinwood Activity Centre.

Teachers will follow the long-term plan objectives to deliver high-quality PE across the school. They will follow the GetSet4PE scheme of work.

PE Procedures relating to Health and Safety

- Children are expected to change into correct PE kit for every PE lesson:
Indoor – navy shorts / navy T shirt
Outdoor – navy shorts / navy T shirt / suitable footwear / navy joggers / navy hooded top or sweatshirt.
- Children work in bare feet when working indoors (trainers for some activities when required).
- For safety reasons, children are not allowed to wear any form of jewellery. Where an item cannot be removed it should be covered up during physical activity.
- All items of PE clothing should be identified with the child's name.
Refer to Appendix 1
- The teacher should be dressed appropriately, wearing correct footwear essential to ensure quick and safe movement when necessary
- Children should change for all activities
- Children are never left unsupervised
- If a child constantly forgets their PE kit a message is sent to parents reminding them that PE is part of the national curriculum and it is therefore necessary for their child's kit to be in school
- Gymnastic apparatus must be moved only when an adult is present. It must be checked before children begin the lesson and returned to its proper place at the end of the lesson. Children are taught to handle apparatus correctly within gymnastics lessons
- Children with long hair are expected to wear it tied back

PE Curriculum Planning

The curriculum planning is provided to all staff by the subject leader. This covers all areas of the PE curriculum. All teachers will deliver their lessons based on the long term plan prepared by the subject leader and using the scheme of work (GetSet4PE).

The GetSet4PE scheme of work supports teachers with short term planning and the scheme provides a unit overview for each area of the curriculum, for each year group and outlines the curriculum objectives covered within each session. The scheme also provides a list of resources for each lesson that is delivered including equipment and video clips.

The PE activities build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Swimming

Staff accompany children when travelling to and from the swimming baths. The teacher completes the register prior to the session. Children are counted onto the coach, at the poolside and when leaving the baths. Staff monitor children closely when changing. An additional adult accompanies each year group to the swimming baths.

Assessment and Recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives. This information is used to inform future planning. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Resources

There is a wide variety of resources to support the teaching of PE across the school. These include:

- GetSet4PE scheme of work (online resource)
- Planning
- Games equipment
- Gymnastics equipment
- Video clips/ music clips

PE equipment is stored in the hall or in the small outdoor container. The stores are accessible to members of staff. It is the responsibility of each

member of staff to check that resources are returned correctly to ensure future use for other staff and pupils.

Damaged equipment is reported to the PE Subject Leader. Replacement resources are ordered when necessary.

Inclusion

All pupils irrespective of gender, ability, race, religion and whatever their ability, have equal access to the PE curriculum. It forms part of the school curriculum policy to provide a broad and balance education to all children. PE is taught in mixed groups with boys and girls having opportunity to take part in all activities. Extra-curricular activities are offered at KS1 and KS2 for boys and girls. Opportunities for gifted and talented children are provided within the lesson. SNAs will support children when needed, adhering to their intervention timetable.

PE and other Curriculum Areas

Where possible, staff at Netherton School link PE to other areas of the curriculum. They utilise opportunities for developing issues linked to RSE, Music, Maths, English and Science in particular. The children in school are encouraged to understand the importance of PE and how it can be related to other subjects.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the Headteacher an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader monitors the subject through lesson observations, pupil voice questionnaires and staff questionnaires.

Extra-curricular Activities

The school provides a range of PE-related activities for children at the end of the school day. The extra-curricular activities change each half term and are delivered by a member of staff.

Subject Leader

Subject Leader for Physical Education is Miss C Reid.

Review of the Policy

The Policy will be reviewed within the cycle of the School Development Plan. Alterations and amendments will be incorporated into a revised policy based on the review.

Signed

Date

Appendix 1

- Pupils will dress in suitable clothing
- All watches will be removed and long hair must be tied back
- Prior to PE lessons the hall floor will be swept to remove surface dust
- Pupils will be trained in the safe handling and carrying of the apparatus
- Apparatus must be handled in silence
- Large pieces of apparatus must be carried by at least two pupils
- Mats must be carried by four pupils
- Mats should be placed around the apparatus but not under roped and high climbing frames
- All ropes and wall bars must be guided out and locked into position
- Pupils are informed that once they have assembled apparatus they must sit away from the equipment until it has been checked by the teacher
- It is the teacher's responsibility to check each piece of apparatus carefully for stability and safety
- Pupils may only use the apparatus when instructed to do so by the teacher
- Pupils must not talk or touch other children whilst working on apparatus
- When performing on ropes, wall bars and high climbing frames, pupils are reminded to climb only to a level where they feel safe and secure
- Outdoor PE – all children must be changed and wear suitable footwear
- Teachers must supervise the removal and storage of PE equipment in the outdoor container

