

Sherwood  
School  
Physical  
Education  
Policy  
2016

## **POLICY STATEMENT AND CURRICULAR AIMS:**

Sherwood School believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical cognitive and emotional development; as well as playing a role in a child's spiritual, moral and cultural development.

A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with the school's policy on Health Education.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, Numeracy, PSHE and ICT skills.

Through the Government Funding for Sport, where possible, the school will provide opportunities for pupils to work with different PE specialists. The funding will support PE training by providing opportunities for teachers to go on courses to support their subject knowledge.

We offer Outdoor Education opportunities for children throughout the school. Different experiences for different age groups ensure all will experience a range of appropriate challenges as they move through the school. The school provide the opportunity for children in Years 5 and 6 to experience Outdoor and Adventurous activities delivered by qualified instructors at Specialist Centres.

### Aims:

#### Physical development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- To appreciate of the value of safe exercising.

#### Social and emotional development:

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

#### Cognitive development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

#### Spiritual, moral and cultural development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.

- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self esteem through opportunities to celebrate sporting success.

### **The PE Curriculum:**

We aim to provide a well balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In the Reception Class (EYFS), opportunities are provide for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week.

At Sherwood we aim to engage pupils in two hours of high quality PE during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities.

A range of resources are used to support progression across the curriculum including: TOP sport resources, the Lancashire PE Scheme and sport specific programmes introduced via specialist coaches.

### **The Foundation Stage**

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, 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.

### **Swimming:**

It is the Lancashire County Policy that all children should be able to swim by the time they leave Primary School. Therefore, swimming lessons are compulsory for all children. At Sherwood, children learn swimming in Years 5 with qualified swimming

Coaches and school staff who have attended swimming training. Should some children be unable to swim at this stage Top Up lessons will be provided in Year 6. We aim to review which year group will participate in lessons over the coming year.

Hats should be worn but goggles are not allowed unless a doctor's note is provided. The County guidelines recommend appropriate swimwear i.e. a one piece costume for girls and trunks (not shorts) for boys.

### **Curriculum Differentiation**

The School Sports Partnership recommends using the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example with a particular focus on fine

motor skills if hand to eye coordination is a challenge.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats, etc

P = change the people, e.g. size of the groups

### **Teaching and Learning:**

The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively.

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

### **Staffing/Staff development**

Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class.

All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coaches or outside

providers through INSET. All staff who attend courses must provide feedback/ disseminate the information.

Due care and attention is taken when organising the timetable so that the most efficient use of facility and pupil time is taken into consideration, e.g. consecutive gym lessons when using equipment.

### **Safe Practice:**

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education" guidance provided by Baalpe and Lancashire LEA. A copy of the Baalpe manual is located in the staffroom. ***(PE Subject leaders must make all staff teaching PE aware of these and share the appropriate risk Assessments with staff - as indicated )***

All pupils must be taught how to handle and carry apparatus, resources appropriately. (Training is available from the PE Adviser / Subject Leader) They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

***Specific guidance on all areas of activities is given by Baalpe- additional LEA guidance is available on the website. The PE Subject Leader will provide all staff teaching PE with the appropriate guidance and access to the risk assessments.***

The Baalpe Safe Practice Poster should be displayed where staff teaching PE will be able to study it. This is also available on the Lancashire PE website.

Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on LEA courses. ***(Further details, advice is available from the PE advisory team)***

### **Safety**

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

- Children should dress in shorts, tracksuit bottoms and t-shirts.
- Children will work in bare feet for all indoor and apparatus work.
- Plimsolls or trainers are worn for outdoor games, together with tracksuits if it is cold.
- Jewellery is not to be worn. Watches should be kept safely in a tray in the classroom.
- Long hair should be tied back and rigid headbands should be removed.
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.

### **Safeguarding**

All adults working with children in school are to be checked for appropriate CRB clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs. Children in Year 5 and 6 are not expected to change together.

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### **Out-of-School-hours Learning**

Our extra-curricular programme compliments and supplements the range of activities covered in curriculum time. The planned programme for 2015/2016 reflects a breadth and balance across the NC areas of activity, including dance, games and athletics. We follow a range of inter-school fixtures, tournaments and festivals within the partnership. At the beginning of each term, we publish a documented timetable of clubs. The extra-curricular content aims to be varied - including competitive and non-competitive and team- and individual based clubs appropriate for all pupils.

### **School Club Links:**

The school seeks to make links with local community clubs whenever possible, e.g. link with the Broughton Tennis Club, PNE Football Development Programme and also promotes activities at local clubs via the school newsletter.

### **Links with other subjects:**

PE can link to other subjects, e.g. Literacy, (recount/report/ instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

**Equality:**

All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies.

**Records and Assessment:**

Assessment for learning is made through short term (daily/weekly) observations of children's work, through discussion with the children and through their own self-assessment. Assessment of learning is made through medium term (summative) assessments and long term (formative) assessments.

**Summary:**

At Sherwood we believe PE to be an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the values that underpin our school and its beliefs.

Approval date: July 2016

Review date: July 2019

Signed (Headteacher):

Signed (On behalf of the Governing Body):