



POLICY FOR THE TEACHING AND LEARNING OF PHYSICAL EDUCATION

March 2018

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Philosophy

At Bankside Primary School our vision for Physical Education is that every child should have the opportunity to develop the physical confidence and competence to enjoy being physically active. We aspire to provide an inclusive, physically active environment that equips children with the fundamental movement skills that will encourage them to develop life-long participation in physical activity. Through high-quality Physical Education lessons delivered in a broad and balanced curriculum our goal is to plant the roots for physical literacy within our pupils.

Bankside Primary School recognises the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development.

Aims

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.

At Bankside Primary our aims are to:

- Provide learning situations which allow children to develop their physical ability to the full.
- Allow children to acquire and develop skills, performing them with increased physical competence and confidence in a range of physical activities and contexts.
- Develop whole school positive attitudes towards participation in physical activity.
- Enable pupils to understand the importance of Physical Education in relation to living a healthy lifestyle.
- Provide a safe learning environment for physical activity and an understanding of the need for safety.
- Promote equal opportunities for all pupils and value the contribution of others irrespective of gender, ability, social/cultural background.
- To develop links between Physical Education and other aspects of the curriculum to deepen children's knowledge and understanding.
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement.

- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour.
- Solve problems and find alternative solutions to physical challenges on their own and with others.
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- Develop pupil's ideas in a creative way, through the use of the Real PE Scheme of work.
- Allow pupils to set targets for themselves and compete against others, individually and as members of a team.
- Pupils to understand how (and be able) to persevere, succeed and acknowledge others' success.
- Allow pupils to take initiative, lead activity and focus on improving aspects of their own performance.
- Discover their own aptitudes and preferences for different activities.
- Make informed decisions about the importance (and value) of exercise in their lives.
- Be given a firm foundation for life-long participation in sporting activity.

Time allocated for PE;

The time allocated for PE is as follows:

Nursery: 10 mins for each group in the hall allocated each week. Alongside a soft play area which is used daily and outdoor and indoor active provision. Physical development operated through a range of various mediums i.e. sand and water, climbing/soft play equipment.

Reception: 1 hour of PE is allocated each week for the hall/MUGA, outdoor provision is provided throughout the day every day. Physical development operated through a range of various mediums i.e. sand and water, climbing/soft play equipment.

Key Stage 1: 1 x 60 minute lesson each week.

Key Stage 2: 1 x 60 minute lesson each week.

Every lunchtime all pupils (Rec-Yr6) are offered physical activity in the playground through games and activities.

In addition to this, an extensive range of extra-curricular clubs are provided for each Key Stage. A Long Term Plan is also provided for each Key Stage, which outlines the activity areas for each half term in line with the National Curriculum for PE (2014).

Development of Skills

Foundation Stage

In Nursery children, teachers will follow their own focussed activity scheme of work based on the Real Play scheme by Create Development. Children are regularly given 'PE' time and are provided with opportunities to develop their fundamental movement skills at an early age.

In Red Base (reception) children have a full class structured PE lesson once a week in the hall, whereby children focus on their fundamental movement skills and physical development. Aside from this all children participate in a '10 for 10' session, which allows 10 children a focussed fundamental movement session for 10 minutes. This will take place twice a week on base with a PE teacher or coach either in the hall or in the outdoor play area.

We have a large outdoor space with equipment such as; climbing frame, tyres, hills, steps, astro- turf ramp and tunnels. We also have a matted soft play area where children can crawl, jump and explore core movements.

Key stage 1

In Key Stage 1 pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

Our children in Key stage 1 follow the Real PE scheme of work where they will be taught the above through engaging interactive stories, games and songs.

Key Stage 2

In Key Stage 2 pupils should continue to implement 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, catching and throwing in isolation and in combination.
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounder's, 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.

Our Key stage 2 children will also follow the Real PE scheme of work which focuses on the multi- ability cogs and allows children to participate in competitive games to achieve results as a team or as a personal best.

EQUAL OPPORTUNITIES AND INCLUSION

Providing equal opportunities requires teachers to treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others. The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The PE curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks.

Inclusion will be implemented as follows:

- Standard activities and expectations as planned.
- Adapted activities and expectations in line with individual pupils'.
- Different activities planned in line with individual pupils' needs.

Curriculum Planning

Learning and progression across the PE curriculum is supported by the Create Development Real PE scheme of work that we follow at Bankside. Interactive lesson plans and resources are used to produce high quality teaching in physical education. The Real PE scheme is designed to ensure that pupils experience a coherent and progressive curriculum throughout their time in school. The scheme of work is based around six different multi-ability cogs; Creative, Physical, Social, Cognitive, Personal and Health and Fitness, which ensure children are taught good sporting behaviours as well as the physical skills. Units of work will usually last for 6 weeks, with a focus on a new multi-ability cog each unit.

Bankside will also work in partnership with the Leeds Rhino's Foundation who plan and deliver fundamental movement sessions for foundation stage and sport specific sessions for Key Stage 2.

Outdoor and Adventurous Activities are taught in KS2 by trained professionals during the annual Year 6 residential. We will also aim to provide OAA activities for a variety of year groups throughout the year by linking with local providers and opportunities.

Children in Early Years also benefit from forest school once a week, which also incorporates elements of Outdoor and Adventurous Activities.

Swimming and Water Safety

All children must have access to swimming instruction in either key stage 1 or 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 such as front crawl, backstroke and breast stroke.
 - Perform safe self-rescue in different water based situations.

At Bankside Primary all Year 3 pupils will have one swimming lesson per week for the whole academic year from September to July. These lessons are

conducted at local swimming pools with qualified swimming coaches and school staff who have attended swimming training.

Dress Code

At Bankside we expect all children to be wearing correct kit and footwear for PE. All children at Bankside will be provided with a PE kit by school which is to be kept at school to ensure children always have the correct clothing for PE and everyone looks the same. Children are given a red t-shirt and navy jogging bottoms so they can participate in PE indoors and outdoors. Children are expected to wear suitable footwear on their PE day and letters are sent home to parents for any children who have incorrect footwear.

All jewellery should be removed and any long hair should be tied back. All children should participate in PE and may only be excused in cases of illness or injury or religious reason (such as Ramadan and fasting).

Staff

Staff should also wear appropriate clothing when teaching PE or present in a PE lesson. Staff should act as a role model for children in PE lessons. It is therefore expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear, hair tied back and if possible jewellery should be removed to set a good example. This applies to **ALL** staff including support staff and volunteers' not just teaching staff.

Extra- Curricular Activities

Bankside Primary School provides many extra -curricular activities, which reinforces the many skills being acquired through P.E lessons during the school day.

Extra-Curricular activities also develop many other aspects of P.E, like cooperation, teamwork, co-ordination, balance and sportsmanship. P.E. also has a direct effect on the personal and social development of children, they are more able to understand and cope with various outcomes, such as success and failure, they are also more aware of the effects and consequences of their actions on others and on the environment.

We aim to provide sports that children have an interest in or sports that children may never get the opportunity to participate in and offer them as an extra-curricular club. We also aim to feed any talented or keen children into local clubs in the area as part of our commitment to extra-curricular sport.

A list of after school clubs will be available on the school website and updated via the sports Twitter. We work closely with Leeds Rhino's Foundation and Leeds Active Schools, who provide 'come and try festivals' competitions and events with schools in the local area, to maximise pupil engagement in competition.

Bankside runs its own in-house very successful football league that sees different teams competing each night after school to become top of the Bankside premier league table. Following its success the football league now runs boys and girls only leagues.

Safety

In all areas of P.E. safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. Practitioners should follow the safety guidelines Safe Practice in PE and School Sport guidance provided by Association for Physical Education. A copy of which is kept by the PE lead and in the PE cupboard. As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

- All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching.
- Children should dress in appropriate PE kit for the weather conditions.
- Children will work in bare feet for all apparatus work.
- Pumps or trainers are worn for outdoor PE, together with navy tracksuits.
- Jewellery is not to be worn (including earrings). Watches should be kept safely in the classroom.
- Hair should be tied back and rigid headbands should be removed.
- Children will be trained from EYFS to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.
- Pupils are taught to recognise and take some level of responsibility for their own safety and are taught to recognise and be aware of hazards that are present from an early age.

Equipment and Resources

These are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning. There are annual equipment safety checks carried out by recognised maintenance contractors. Resources are kept in the PE cupboard at all times, with some equipment stored in a lockable cage in the hall. Resources should be counted out and counted in and returned in good condition and working order.

The pupils should be encouraged to:

- Look after resources (As in school Golden Rules)
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of the resources.

Equipment is to be checked at the beginning and end of use. All unsafe, damaged, broken or lost resources should be reported to the Head Teacher or PE Subject Leader as soon as possible. Any damage observed to a piece of apparatus which could cause subsequent injury must be isolated from use and reported. No other groups or individuals should be able to access the resource until such time as it is made safe. The PE subject leader will be responsible for purchasing and renewing equipment and resourc

HANDLING APPARATUS

- Apparatus should be stored consistently and always returned to the same place.
- Apparatus needs to be easily accessible for all children.
- Children are taught how to lift apparatus correctly.

They should know:

- Never to touch apparatus unless instructed to do so by the teacher.
- How many children should be holding it.
- Where they have to grip the apparatus.
- To carry apparatus – never drag it across the floor.
- To have knees bent, back straight and head up ready to lift.
- Walk when carrying the apparatus.
- Only to lift when everyone is ready. When ready lead child to say 'one, two, three lift' and when it is in place 'one, two, three down'
- When the apparatus has been positioned, to sit on the floor to await instructions.
- Always have plenty of children lifting the apparatus.
- Avoid walking backwards when carrying the apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing in the same direction.
- Mats should be put out last and put away first; this will avoid children tripping over the mats as they carry the apparatus.
- As a general guideline, children should only use apparatus which they can move themselves.

CROSS CURRICULAR

Where relevant, links will be made to cross curricular themes and used as a means to develop cross curricular skills.

For example:

Numeracy

In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems.

Problem Solving

Through an open-ended approach in OAA and team games, pupils will develop their ability to find ways of answering questions.

Literacy and Communication

Skills will be developed by discussion in lessons and in problem solving, and by communicating ideas.

Personal and Social

Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

Preparation for Citizenship

By giving information on and introduction to clubs and associations, pupils are made aware of agencies and groups outside the school and home environments.

ICT

Use of smart board technology, CD ROMs, videos, cross curricular science – physical changes in the body, to enhance learning.

SAFE GUARDING IN PE

High standards of behaviour should be expected from pupils to ensure that a safe environment is established. If staff become aware of any signs of concern or abuse whilst teaching PE, they must complete a Cause for Concern form and report this to a Safeguarding Officer immediately.

Any extra-curricular competitions or visits must be logged on Evolve along with the correct risk assessments. A first aider must always be present and a trip lead designated. All members of staff on the trip must be given the risk assessments a week before the event and should be given the itinerary and logistics for the event.

HEALTH AND SAFETY AWARENESS

Pupils are taught to recognise and take some level of responsibility for their own safety and are taught to identify and be aware of hazards that are present from an early age.

SPORTS DAY

Sports Day is organised and designed by the PE Subject Leader and assistant head for the participation of KS1 and KS2, it is held at John Charles Centre for sport over the course of three days. Foundation children take part in their own sports day organised with nursery children in the local park.

STAFFING/STAFF DEVELOPMENT

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. 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 or through INSET.

Leadership and Management Roles

The Governors will know about current and projected expenditure of the Sport Premium funding on school website and will regularly scrutinise current and projected expenditure with the HT and understand the impact the grant is expected to make. The Headteacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extracurricular activities.

The Headteacher will:

- Regularly share current and projected expenditure with governors and discuss the impact the grant is expected to make
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

The PE Subject Leader will:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum.
- Audit staff to determine appropriate and targeted training
- Aim for high teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff

- Audit resources regularly and take overall responsibility for equipment and resources
 - Ensure that all pupils have the opportunity to become involved in extra – curricular clubs to further develop skills and talents and will monitor attendance to ensure there is an inclusive offer which is accessible to all pupils
 - Ensure that PE keeps a high profile within the school, through displays etc.
 - Assist with recording keeping and assessment of the subject.
 - Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
 - Regularly share current and projected prioritise and outcomes with pupils, parents, staff and senior leaders including governors
 - Have a formal, long term strategy for PE, sport and PA. This should be aligned with the SDP and have been informed with pupil and staff feedback.
 - Ensure all coaching staff delivering PE and After school clubs on the school site are quality assured
 - Informally observe PE lessons to compile a picture of teaching competency across the school
 - Contact local sports clubs to establish new community links with the school

Teachers are expected to:

- Communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- Have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.

The Teaching Assistant (TA), when available during PE lessons, will:

- Support the class teacher/PE teacher in delivering PE and, in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so.