

PE Policy Document



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Introduction

This policy document sets out the curriculum intent, implementation and how impact will be measured for PE. We believe that PE makes a valuable and distinctive contribution to pupils' education. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. This encourages the children to make informed choices about physical activity throughout their lives. We will provide opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

PE Curriculum Intent

It is intended that by the end of Key Stage 2, our children will have developed their skills in a variety of physical activities. At Burnside Primary School we recognise the inextricable links PE develops between skills, knowledge and understanding so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, invasion games, athletics and outdoor adventure activities.

Implementation

P.E. is taught at Burnside Primary School as an area of learning in its own right, as well as integrated where possible with other curriculum areas. It is taught a minimum of one PE session a week, and two sessions per week wherever possible. We teach lessons to support children:

- To enable children to develop and explore physical skills with increasing control and coordination;
- To encourage children to work and play with others in a range of group situations;
- To develop the way in which children perform skills, and apply rules and conventions, for different activities;
- To show children how to improve the quality and control of their performance;
- To teach children to recognise and describe how their bodies feel during exercise;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop an understanding in children of how to succeed in a range of physical activities.

Impact

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically demanding activities. At Burnside, we provide opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Teaching and Learning

Teaching styles and strategies provide opportunities for children to participate in a range of activities and evaluate their own performance. Careful planning ensures time is spent in organising and resourcing lessons and activities. Children experience a range of opportunities to work individually, in pairs or in groups over time.

Lesson Structure:

- At the beginning of each lesson, the teacher explains the intention of the lesson and informs as to how the children can be successful in achieving the lesson aims.
- There may be a 'hook' drawing children into the lesson to engage and excite them. Lessons then commence with an introduction/warm up to prepare children physically for exercise.
- There is direct teaching of skills and subsequent skills practice by the children, under the supervision of the teacher.
- Children are provided with opportunity to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare children to return to a normal-state both physically and mentally.
- Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

Assessment

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE at Burnside is in accordance with the National Curriculum 2014 attainment target for each key stage:

KS1

Children 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.

KS2

Children 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.

Planning and Resources

P.E. equipment is stored safely in the P.E. cupboard. The PE cupboard is locked and only members of staff have access. The cupboard is regularly checked by the PE subject leader to ensure it is tidy and organised. Staff are advised to inform the subject leader of broken, damaged or lost equipment so that replacements can be ordered.

Primary Sports Funding

The school work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher. The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their children. Schools receive PE and Sport Premium funding based on the number of children in Years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the Burnside Primary School website under 'PE and Sport Premium'.

Organisation

Under the new 2014 PE Curriculum, PE is a statutory subject to be taught, although there is no statutory requirement for time spent engaging in PE lessons. Burnside Primary School does however; acknowledge the DfPE recommendation of 2 hours per week.

Therefore, children have access to a minimum of one P.E. lesson a week and where possible, two lessons a week. This may include swimming, gymnastics, skipping, dance, skip to be fit or games activities incorporating areas of athletics, outdoor/adventurous and team activities.

Swimming Provision

At Burnside Primary School, children attend swimming lessons at Louisa Centre, Stanley. Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course.

Extra-Curricular Activities

Many of our children will access further extra-curricular activities to enhance the work that goes on in curriculum time. As a result of the unique and specialised learning environment here at the school, we work with a range of outside professionals to ensure our children have access to further opportunities for quality Physical Education provision. We have various sporting clubs running through the year, such as

Football Tennis Gymnastics Cricket Dance

Active Start

We run a free early morning club which enables children from Reception to Year 6 to arrive at school at 8.00 a.m. to participate in physical, energetic activities as part of our endeavour to promote the importance of activity and movement every day.

EYFS

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development; Moving and Handling and Health and Self-care.

- **Moving and Handling:** Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

- **Health and self-care:** Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. They participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. These skills can then be built on when children enter KS1.

Attainment Targets

KS1

Children 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. By the end of KS1 children will:

- 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.

KS2

Children 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. Children are 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

Children are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations

Equal Opportunities

At Burnside we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities.

Inclusion

At Burnside we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL than not being inclusive. Teachers can access resources, guidance or strategies on TOP Sportsability (free online resource) for better including all children in every PE lesson.

Role of the Subject Leader

Training

- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- Provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes.
- Seek further training and support from specialist teachers and coaches,
- Over the course of an academic year, ensure all teachers can observe/team teach with specialist teachers, in order to make their contribution sustainable.

Curriculum

- Complete the Curriculum Map annually.
- Timetable specialist teachers and coaches (liaising with Head Teacher).
- Ensure the PE curriculum resources available to teachers are of a good standard and a quantity.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.

Organisation

- Register the school for various sporting events
- To report on school swimming attainment annually and record this online
- Complete Risk Assessments for sporting events
- Organise Sports Day(s) annually
- Report to the Head Teacher and Governors on PE

Budgeting

- To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Head Teacher).

Parents

Parents are encouraged to inform Burnside if they have a certain expertise in a particular sporting area. In this instance, we can involve a parent in delivery of lessons/clubs or events. Parents are encouraged to attend Sports day to celebrate and promote physical activity, as well as support groups to travel to sporting events as support. In terms of reporting on progress, annual reports are written for each child for parents/carers and PE will be reported on all reports.

Health and Safety

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

PE Kit

Children are provided with shorts and a t shirt from school. They are required to bring in sensible footwear for PE. In Early Years, children change into PE kit before each session, to support their development of independence and motor skills. In Years 1 to 6 children are required to change into their PE kit for PE lessons. Children are bare-footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

Jewellery and Hair

Wearing jewellery is not allowed at Burnside Primary School. Children must not wear any kind of jewellery in PE lessons, including watches and sports performance watches (ie Fitbit etc). Children with medium/long hair are reminded to tie it up securely.

Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have an hour in the hall each week, so if the weather is not appropriate for outdoor PE, the PE lesson can still go ahead.

Hygiene

Children are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

Staff dress

It is important that staff should consider their own and their children's safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.