



Rockland St Mary and Surlingham Primary School

PE and Physical Activity Policy

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Executive summary	This policy is new
Review Body	Teaching staff
Endorsed by	Governing Body on 14/2/19
Review frequency & next review due	Annually – January 2020
Comments	<p>This policy is available on our school website and is available on request from the school office.</p> <p>This policy will be reviewed in full by the Governing Body on an annual basis.</p>

Surlingham Primary School & Rockland St Mary Primary School

Physical Education (PE) and Physical Activity Policy

PHYSICAL EDUCATION

Aims and objectives

Physical education develops the children's knowledge, skills 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, athletics and outdoor adventure activities.

Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Through PE we enable children to make informed choices about physical activity and safety throughout their lives.

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

Teaching and learning style

We use a variety of teaching and learning styles within both Pro-Coach and teacher led PE sessions. Our aim is to develop the children's knowledge, skills and understanding of a healthy lifestyle through a range of taught sports. These sessions will be led through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual skills and encourage children to evaluate their own progression as well as the development of others. Whilst recognising that all children's physical development will be at a variety of stages, we provide learning opportunities for whole class with differentiated stages to challenge and support individuals.

PE curriculum planning

PE is a foundation subject in the National Curriculum 2014. Our school follows a long term plan, created by the P.E. lead alongside discussions with the Pro-coach company and parent and children's feedback. As required by the National Curriculum, we teach dance, games and gymnastics at Key Stage 1 and in Key Stage 2 we teach dance, games, gymnastics and athletics. We Currently teach swimming to children in Year 3/4/5/6, but as of September 2019, we will be introducing swimming lessons across the school.

Alongside our Long term plan, teachers have a resource bank of lesson plans for each individual sport. These support a skill based approach of learning which develops transferable skills. Teachers may use these lessons plans as and when necessary, depending upon their confidence in particular skills/sports.

Links to Framingham Earl High School / Cluster co-ordinator

The school has continued to maintain the links with the high school and cluster co-ordinator which were established when there was a School Sports Partnership. They offer use of equipment, they organise events and tournaments for the cluster schools and they will also offer to support teachers in school by coaching sessions.

Reception

We encourage the physical development of our children in Early years as an integral part of their daily development. 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 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. We also teach a discrete 40 minute PE lesson to the Reception children in order to deepen the physical skills that they develop within the continuous provision.

Teaching PE to children with special needs

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of all children and take into account the targets set for individual children.

Assessment and recording

Teachers assess children's development in PE by making visual assessments during lessons. At the end of a unit of work, teachers make a judgement against the learning outcome for each core task. They use this information to inform their planning for the future work of each child.

Budget and Resources

There is a wide range of resources to support the teaching of PE across the school. Resources are mainly stored in the outside shed for easy access for outdoor PE. The hall contains a range of small and large equipment and we expect the children to help set up and put away this equipment as part of their session. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities and we travel to Riverside swimming pool for swimming lessons.

The Sports Premium Grant expenditure is managed through a written plan which is updated each term and evaluated at the end of the school year. A copy is available via the school website or on request.

Health and safety

General teaching requirements for health and safety applies in this subject, details of which can be found in the Primary Code of Practice document section 4. One member of the senior staff will have received up to date training in the use of the AfPE document (currently completed in March 2018) and all staff teaching PE, including HLTA's will review this and the associated risk assessments each year.

We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The school expects teachers to set a good example by wearing appropriate clothing/shoes when teaching PE.

The basics to be applied are -

- no jewellery is to be worn for any physical activity and all earrings are removed (refer to the Code of Practice for details of what to do in this case)
- the wearing of glasses is dependent on advice from individual advice from parents and opticians.
- Low impact sessions such as Yoga and basic Gymnastics should be done in bare feet whilst in the hall. Any instance where children are jumping, running or increasing the impact trainers should be worn to protect feet.
- shoes should be worn when walking between the classroom or area where children have changed for PE to the hall for a gym and dance session. Children should not walk around school with bare or socked feet
- in gym, mats should only be used for floor work and not as a 'safety net' for apparatus. Children should be taught how to managed themselves safely on apparatus without believing the mat will protect them
- pairing and grouping of children must take into account their size and experience in the activity, i.e. a very petite child with no experience at tag rugby should not be paired with a much larger child who plays at county level.
- Standard Accident procedures will be followed if an accident is to occure within a PE session

Taking a Register

A class register will be taken at the beginning of each P.E. session in order to track pupils attending each session. This will help to review stages of their progress and ensure healthy and safety of the children within teaching specific elements of P.E. (For example children should not be taught to do a forward roll without attending the initial session teaching preparation and correct posture in order to avoid injuries).

Monitoring and review

The monitoring of the standards of children's development 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 provides information around the subject within Sports Premium Plan alongside a subject health check, evaluating the strengths and weaknesses in the subject and indicates areas for further improvement along with costing for training or equipment.

Links to the other policies –

- Physical Activity Policy (below)
- Health and Safety Policy
- Primary Code of Practice policy
- Safeguarding Policy
- Assessment for Learning Policy

PHYSICAL ACTIVITY

Aim

We have a responsibility to help pupils, staff and parents establish and maintain lifelong habits of being physically active. Regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health and overall well-being.

Definition of Physical Activity

Physical activity is defined as 'any force exerted by skeletal muscle that results in energy expenditure above resting level' and includes 'the full range of human movement from competitive sport and exercise to active hobbies, walking and cycling or activities of daily living'

Provision of PA in our school

Physical activity is promoted through -

- The school Vision, Values and it's ethos
- PE lessons
- The Mile Run sessions
- Extra-curricular activities
- Break and lunchtime activities, including activities arranged by playground leaders
- The school facilities
- Involvement with the high school PE department and school competitions organisers
- Involvement with other community clubs
- Inclusion of healthy lifestyles within the curriculum
- Celebration assemblies
- Equal opportunities
- OAA sessions led by Pro-coach
- Outdoor learning sessions

In more detail –

All children will participate in around 2 hours of PE lessons each week. All aspects of the PE curriculum are taught including swimming. See the PE policy for details.

Where possible staff will find opportunities to plan active lessons across all curriculum areas, such as drama, brain gym, outdoor learning, Forest School etc.

Over our two schools we currently offer 2-3 physically active afterschool clubs, including multi-sports, rolling sports, karate and gymnastics.

Play leader (KS2 children) take it in turns to organising games using the equipment in the PE shed. MDSA's are also encouraged to set up or support children in games and activities.

Children in EYFS have access to an outdoor learning area, offering free flow provision throughout the day. Provision includes activities which promote learning in all areas, but especially physical activity through use of bikes, climbing equipment and large construction.

The school continues to work with the cluster sports co-ordinator and School Sports Partnership. Competitions are organised through the pyramid of schools for all year groups. Sports Coaches from Framingham Earl High School also offer multi-skills sessions for KS1 children throughout the year.

Celebration assemblies are held every Friday, which include announcements from sports achievements both inside and outside of school which will be celebrated as a school and Certificates are given out as necessary.

Monitoring

All staff are involved in the monitoring and evaluation of the provision of physical activity.

The PE lead monitors levels of participation both inside and outside of the curriculum regularly. Children and parents are also able to become a part of the monitoring process by sharing clubs and hobbies children enjoy outside of school that help keep them active.