Physical Education Policy

Version:	v4
Date:	September 2024
Review Date:	September 2025

Only our best will do!

ALBRIGHTON PRIMARY SCHOOL

PHYSICAL EDUCATION POLICY

Only Our Best Will Do!

Our motto 'Only Our Best Will Do!' applies to all areas of the curriculum and our expectations are high in every subject. In Physical Education we expect the same motivation, exemplary behaviour and participation we would expect across the curriculum.

Rationale

A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils 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.

National Curriculum for England, Physical Education; 2013

Aims

At Albrighton Primary School we follow The National Curriculum for Physical Education which 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

Specifically, the National Curriculum for Physical Education states that:

In Key Stage 1 pupils need 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.

In Key Stage 2 pupils need 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.

Curriculum

All children at Albrighton Primary School have at least 2 periods of PE/Games allocated each week, in order to achieve the Government's recommendations. One of these sessions is indoor (gymnastics,dance etc.) and one outdoor (athletics, games etc.) If due to wet weather or dangerous conditions lessons are unable to be taught outdoors the decision to adapt lessons to indoors is with the teacher responsible for that lesson. The school hall and playground timetable allows for this change and PE should always be taught, regardless of weather.

During the summer term our on site swimming pool is used by Years 2 – 6. The school's current qualified swimming teacher is Toni Maundrell, who takes responsibility for planning and delivering swimming content, and a qualified lifeguard. (*see Appendix A for full swimming information*),

Children experience outdoor adventurous activities through whole school participation in Forest School activities and in Key Stage 2 such as orienteering. In addition, Year 6 undertake a residential involving outdoor adventurous activities.

Weather permmiting, the children will take part in the daily mile around the school grounds and will also take part in short health and mental wellbeing activities throughout the day.

PE Curriculum Planning

Planning for PE occurs in teachers long, medium and short term planning. A curriculum map sets out what objectives will be covered, and at which point of the year. Planning is given to all teachers at the start of the school year by the PE lead, Saffron Evans, who is then available to support staff should they need it. The PE lessons plans used have been chosen as they were devised to give a clear learning objective and to ensure clear development of skills.

PE has many links with other subjects and although the links are not always overtly displayed, staff will draw attention to them whenever the opportunity arises.

1. Science
    a. Health and Fitness.
    b. Drugs and Abuse.
2. Maths
    a. Speed.
    b. Distance.
    c. Time.
    d. Measuring.
    e. Recording.
    f. Handling Data.
3. English
    a. Speaking and Listening.
    b. Subject-specific vocabulary.
4. Geography
    a. Map-reading.
5. Music
    a. Rhythm.
    b. Tempo.
6. ICT
    a. Use of stop watches.
    b. Use of digital camera and digital video.
    c. Use of spreadsheets for recording and interpreting data.
    d. Use of the internet.

Assessment

Assessment of skills and knowledge in PE occurs within each lesson, with the lesson then being adapted to suit individual needs there and then. Teachers will record names

of children who may need more support in PE that will then be passed on as they move through school.

Foundation Stage

As the reception class is part of the Early Years Foundation Stage (EYFS) the objectives are taken from the EYFS curriculum, which underpin the curriculum for children aged birth to 5. PE makes a significant contribution to Physical Development, one of the prime areas for the EYFS. Children are encouraged to improve their skills of co-ordination, control, manipulation and movement. They learn about the importance of physical activity and healthy living. Children experience a range of opportunities both inside and outside to challenge and interest them when practising specific skills. Reception children participate in weekly 'Forest Friday' sessions.

Extra Curricular Activities

Extra curricular school clubs/activities are run throughout the school year at lunchtimes and after school. These offer opportunities for children of all abilities to develop their skills and interests, and also for pupils who wish to take part in fixtures and tournaments against local schools. The choice of clubs on offer varies according to interests and sport seasons.

The school has developed links with other local and national organisations:

- Idsall Sports College (Feeder Schools)
- Albrighton and Shifnal Cricket Clubs
- Albrighton Juniors Football Club
- Albrighton Swimming Club
- Idsall Gymnastics
- Shrewsbury Town Football Club
- Healthy Heart Run
- Albrighton Tennis Club
- Sports for School – Olympic Athlete organisation.

Where possible, The school participates in the Idsall Sports College Feeder School tournaments and in the East Shropshire Primary Schools' tournaments throughout the year (in a range of sports – cross country, football, netball, tag-rugby, rounders, cricket, athletics, gymnastics, invasion games).

SMSC

SMSC underpins our whole school ethos at Albrighton Primary. In PE it is expected that there will be a particular focus on social and moral development. This is promoted through:

- Cooperating with others and, on occasion, taking responsibility to lead a team appropriately
- Cooperating to resolve disputes
- Promoting a sense of fair play and etiquette
- Being fair in team selection
- Being aware of cultures and diversity through dance styles and genres
- Being willing to accept the decisions of referees
- Being reflective in self and peer assessment

Equal Opportunities

At Albrighton Primary School we believe PE should be inclusive and accessible to all. Tasks in lessons should be suitably differentiated to meet the needs of all pupils. Proper use of available equipment will support this process.

Pupils with special educational needs should be given equal opportunities and access to activities. Consideration should be given to supporting the full range of special educational needs including:

- Physical difficulties (including poor co-ordination and body management)
- Sensory difficulties
- Emotional and behavioural difficulties
- Cognitive difficulties
- Gifted and talented

We aim to create an environment in which all children learn to respect and value each other. This can be achieved by employing the following strategies:
¬Mixing groups in terms of gender and ability.
¬Structuring activities so all are fully involved. For instance, a team cannot score in a benchball game until all the team has touched the ball.
¬Giving all the children an opportunity to share their work.
¬Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
¬Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
¬ Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator.

Safety

Any concerns, see the PE Co-ordinator about Codes of Practice and consult the following:

- Safe Practice in Physical Education (BAALPE) gives further advice which will be adhered to by all staff
- See Swimming 'Normal Operating Procedures and Emergency Action Plan'

In both curricular and extra-curricular activities all pupils are entitled to a safe environment. We will ensure this through the following codes of practice:

- Safe storage of all equipment
- Regular equipment checks
- Accident procedure (see School Accident Procedure)
- A knowledge of the environment in which learning is taking place – check areas for hazards before any activity takes place.

Safe Practice

To provide a safe teaching and learning environment we need to ensure:

- A knowledge of children's special needs relating to health and their stage of development
- A warm up/preparation for all active sessions as part of the planned session
- A warm down to conclude all physical activity
- Pupils wear appropriate dress and footwear. Pupils to change out of their uniform into appropriate, clean PE kit that provides a freedom of movement, and when necessary, protection from the weather. It is the responsibility of the class teacher to ensure that pupils are appropriately dressed for physical activity.

Indoors: Plain white t-shirt
*Dark shorts/cycle shorts (black/blue) – worn above the knee
**Bare feet for gymnastics and dance

**It is considered more beneficial and safer to have bare feet during gymnastics and dance.

Outdoors: Suitable footwear
Dark shorts/cycle shorts (black/blue)
Plain white t-shirt
Sweatshirt/jogging bottoms for colder days

PE kit should be warn to school on specified PE days to allow for a more effective use of lesson time. *Shorts can be worn underneath jogging bottoms in colder months.

Hair: Hair long enough to do so must be tied back off the face – boys and girls.

Jewellery: All items of jewellery to be removed (suggest that such items are left at home on PE days). Exception: Newly pierced ears – pupils should only wear

small studs to minimise risk of accident. Teachers to decide whether they are likely to prove dangerous – if so pupil does not take part. Pupils to cover studs with tape/elastoplast.

Pupils understanding of safety in PE in regards to:

- Safety of themselves and others in all physical activities
- The effects of exercise on their bodies
- Potential danger of irresponsible behaviour in PE sessions
- Danger of thrown objects in games
- Correct ways of managing and handling apparatus and equipment
- The dangers of a hazardous environment in outdoor and athletic activities
- The need for self-control, self-discipline and listening in PE
- Rules of hygiene

Everyone is aware of safe handling and appropriate use of all apparatus – see Safe Practice in PE (BAALPE):

- Check apparatus prior to use and during lesson
- Procedures for carrying equipment – large apparatus/mats – 2/4 pupils per item

Risk Assessments are carried out by the PE Co-ordinator for each area of PE.

MEDICAL CONDITIONS

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

Saffron Evans
September 2024

Next Review Date: September 2025

Appendix A

SWIMMING

Aims and Objectives

Pupils should:

- Be taught the codes of hygiene and courtesy for using swimming pools
- Be given opportunities to develop confidence in water; be taught how to rest in water, how to float and to adopt support positions
- Be taught a variety of means of propulsion using either arms or legs or both and develop effective and efficient swimming strokes on front and back
- Be taught the principles and skills of water safety and assess the nature, visibility and location of water hazards in a variety of conditions
- Be taught survival skills appropriate to their competence in water and be encouraged to evaluate their own abilities and limitations
- Be encouraged to assess their swimming and water skills efficiency against a range of criteria
- Be made aware of the role of swimming and water safety skills in supporting other water based activities and activities near water
- Swim unaided for sustained period over a distance of at least 25 metres.

The Swimming Lesson

Swimming: good Practice

- Each lesson should be part of a plan or scheme of work designed to provide a comprehensive education in swimming presenting those opportunities for learning that are outlined in the National Curriculum Programmes of Study
- Lessons should be within the capabilities of all children in the group
- Lessons should have learning outcomes which are clear and understood by all children
- Lessons should be demanding in terms of quantity and quality of activity with short intervals only for explanation and demonstration
- Teachers should be able to see and be seen by all pupils throughout the lesson
- Pool hygiene, safety, emergency procedure should be know and understood by all pupils before entering the pool. (See swimming procedures – separate booklet).

ASA recommends the following lesson plan which can be adapted to suit most skill focused lessons:

- Explanation of lesson objectives (1-2 minutes)
- Warm up activity (5 minutes)
- Quick demonstration of whole skill to be learned/practised

- Class attempts **whole** skillClass practises repeatedly **parts** of that skill which need improving
- Demonstration of improved part of skill practice with further teaching observations
- Return to **whole** skill practice
- Contrasting activity (5-10 minutes)

Teaching Strokes

Multi Stroke Approach

Once a pupil:

- Has gained water confidence
- Is able to move with feet off bottom and without aids
- Is able to stand easily from front or back
- Is able to glide – prone and supine

They are ready to be taught more efficient techniques. They may prefer a particular stroke but should learn:

- Front crawl - for speed
- Breaststroke - for survival and endurance and life saving
- Backstroke - for easy breathing and good vision

Initially, lessons can include all strokes but as the swimmers progress a lesson may concentrate on one particular stroke and later still on the arm or leg action only of a particular stroke.

When correcting a swimmer's stroke **only one fault should be worked on at a time.**

Swimming Organisation

Mrs Toni Maundrell is our current qualified swimming teacher and will be present at each lesson. Mrs Maundrell plus class teacher/teaching assistant are involved in the teaching of each class. A qualified lifeguard and is also present for all swimming lessons.

By the end of Key Stage 2 children should be able to swim unaided at least 25 metres and develop efficient swimming strokes on front and back. During swimming lessons children should learn hygiene and courtesy, gain confidence in water and demonstrate an understanding of water safety.

A school swimming gala is held every year towards the end of the summer.

Signed by Chair of Govenors:_____

Name_____

Signed by Headteacher _____

Name:_____

Saffron Evans
September 2024

Next Review Date: September 2025