

# Orleans Primary School

‘A love of learning, for life, for all.’



## Physical Education, Health and Wellbeing Policy

<b>Governor's Committee Responsible</b>	<b>Quality and Standards</b>
<b>Status</b>	<b>Non Statutory</b>
<b>Review Cycle</b>	<b>3 Yearly</b>
<b>Date written/last review</b>	<b>October 2019</b>
<b>Date of next review</b>	<b>October 2021</b>

Signed Chair of Quality and Standards:

Date:

Signed Headteacher:

Date:

## ORLEANS PRIMARY SCHOOL

### POLICY FOR PHYSICAL EDUCATION

This policy should be read in conjunction with the Healthy Schools Policy and SMSC Policy

#### INTENT

##### **1. Aims and Objectives**

- 1.1** Physical Education is a foundation subject within the National Curriculum. This policy outlines our intentions for physical education, what we are doing to implement these intentions and the way we measure the impact at Orleans Primary School. We aim for the children to perform with increasing competence and confidence in a range of physical activities across the academic year. These include (but are not limited to) dance, invasion games, net and wall games, swimming, gymnastics, athletics, fitness and outdoor adventure activities.
- 1.2** The aims of teaching Physical Education at Orleans Primary School are:
- To fulfil the requirements of the Physical Education National Curriculum programmes of study, incorporating games, athletics, dance and gymnastics. KS2 children will also be taught outdoor and adventurous activities, and swimming and water safety.
  - In line with Government guidelines, children should receive two hours of high quality PE each week.
  - To ensure that all children regardless of race, gender, physical or learning ability have equal access to the Physical Education National Curriculum.
  - To develop all children's enjoyment of physical activity, regardless of their starting point, through creativity, imagination, and development of confidence.
  - To encourage and involve the children in collaborative learning.
  - To develop gross and fine motor skills.
  - To enable children to develop and explore physical skills with increasing control and coordination.
  - To give children tasks to progress their agility, balance, strength, flexibility and control of their bodies.
  - To ensure children are continually building on the core skills, including but not limited to, running, jumping, throwing and catching, and having their skills extended in lessons.
  - To teach children to recognise and describe how their bodies feel during exercise.
  - To develop an understanding of the relationship between exercise and a healthy life.
  - To encourage children to become physically confident in a way which supports their general health and fitness, and lead to healthy and active traits throughout their lives.
  - To develop children's life skills such as self-esteem, resilience, courage and resourcefulness.
  - To develop an understanding of how to succeed in a range of physical activities and how to evaluate their own success.
  - To encourage independence and increase children's ability to use what they have learnt to improve the quality and control of their performance.
  - To develop skills of problem solving/decision making/judging and observing.
  - To encourage children to improve their own ability via personal competition, as well as competition with others.
  - To give children opportunities to build their character, embedding the values of fairness and respect such as in team games.

## **IMPLEMENTATION**

### **2. Teaching and learning style**

All children are encouraged to join a wide variety of sports and clubs to actively promote healthy lifestyles; these include, but are not limited to gymnastics, netball, football, tag rugby, dance, hockey, and basketball. These may be held during lunchtimes and/or after school. There are opportunities for KS2 children to represent the school at a range of Local Authority sports events such as Swimming Galas, Borough Sports, Sports Hall Athletics, Girls and Boys Football, Tag Rugby, and Netball. There are also opportunities for KS1 children to participate in Multi Skills Festivals, inter-school competitions and Samba Soccer. KS2 also take part in termly intra-house competitions where the children plan and run activities themselves using core skills developed through PE lessons.

- 2.1** At Orleans Primary School, we use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for other children and we encourage the children to evaluate their own work as well as the work of their peers. Within lessons, we give the children the opportunity to collaborate and experience a wide range of resources.
- 2.2** In all classes, there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:
- Setting common tasks that are open-ended and can have a variety of results.
  - Setting tasks of increasing difficulty, where children can be extended at their pace, and knowing they do not need to complete all tasks.
  - Providing a range of challenges through provisions such as different space/distance, time/speed of activity, amount of people and/or selected people based on ability, apparatus and equipment chosen.

### **3. Equal Opportunities**

- 3.1** Orleans Primary is committed to providing equal opportunities across the curriculum. We believe that a well-balanced physical education programme should meet the physical and social needs of all pupils in a diverse society. We wish to work with parents to ensure that religious beliefs are respected and that the approach to the teaching of PE is flexible where necessary. We aim to ensure that both boys and girls are encouraged in PE and Sport to promote an equal love of sport for life.
- 3.2** We wish to work with parents to help children who have fewer opportunities for additional sport outside of school to partake in sessions to encourage confidence and a love for sport and general exercise that can be transferred into their PE sessions.
- 3.3** The school also provides opportunities for children to be involved in physical activity outside of school hours. Children are encouraged to join the lunchtime and playtime activities and can participate in before and after school clubs including Gymnastics, Samba Soccer, Basketball, Athletics and Multi skills run by outside providers.

### 3.4

#### 4. Special Educational Needs

- 4.1** All children, regardless of ability, are given access to the PE curriculum. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all children to make progress. Children are set suitable learning challenges and we respond to children's differing individual needs. Assessment against the National Curriculum and the Foundation Stage Early Learning Goals allows us to consider each child's attainment and progress against expected levels.
- 4.2** Children who have been identified with Special Educational Needs will have an Individual Education Plan, which may include, as appropriate, specific targets relating to PE. This is reviewed regularly to ensure the children are progressing in their skills and knowledge over the course of the year and their educational journey.
- 4.3** At Orleans Primary School, we recognise and celebrate the achievements of all children, including those who excel in sport both inside and outside of school.

#### 5. Health and Safety

- 5.1** In their planning of activities, KS2 teachers should anticipate likely safety issues and also explain the reasons for safety measures and discuss any implications with the children. KS2 children should be trained to move and store equipment safely and defective equipment must be reported to the PE co-ordinators.
- 5.2** All children must have appropriate PE kit for lessons such as a T-shirt, jumper and shorts or jogging bottoms/tracksuits. The items required for lesson will depend on factors such as weather, activity (inside or outside) and other considerations such as religious factors.
- 5.3** Footwear should be appropriate for the lesson: trainers, plimsolls or bare feet for indoor activities and trainers or other suitable footwear (e.g. football studs) for outdoor activities. No jewellery should be worn during PE lessons (with the exception of the Kara), including earrings or watches. Therefore, if ears have been newly pierced the earrings should be covered up with suitable material brought in by the child. Long hair that can be put into a ponytail must be tied back.
- Hockey: All children must wear shin guards and gum shields, teachers will not allow children to participate without these.
  - Football training sessions: Children will need to wear shin guards, teachers/coaches will not allow children to participate without these.

Children, who teachers feel are not adequately equipped for PE lessons, will not take part in the physical activities but instead will be expected to assist the teacher with referring, coaching and general support for the lesson as a Young Sport Leader. If children persistently fail to the correct PE kit, parents/carers will be informed.

- 5.4** Where children are to participate in activities outside our school, for example a sporting event at other schools, we carry out a risk assessment prior to the event, to ensure the activity is safe and appropriate for all pupils.

## **6. PE Curriculum Planning**

- 6.1** Orleans Primary School uses the National Curriculum scheme of work as the basis for its curricular planning in the Foundation Stage Early Learning Goals for Nursery and Reception, Key Stage 1 and Key Stage 2.
- 6.2** The Curriculum planning in PE is carried out in three phases (long term, medium term and short term). The long-term plan maps out the PE activities covered in each term.
- 6.3** Our medium term plans give details of each unit of work for each term; they are supported by the Get Set 4 PE and PE planning websites, and adapted to suit the needs of individual classes. These plans define what we teach and ensure an appropriate balance and distribution of work across the term.
- 6.4** Class teachers complete a weekly plan for each PE lesson (short-term plans). These plans list the specific learning objectives for each lesson and give details of how the lesson is to be taught.
- 6.5** We plan PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that children are increasingly challenged as they move up through the school.

## **7. Early Years Foundation Stage**

- 7.1** We encourage the physical development of our children in the Nursery and Reception as an integral part of the process of learning through play. 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 3 to 5 years of age.
- 7.2** Physical development within the EYFS framework is one of three prime areas for learning. The two related early learning goals are:

### **Expected**

- Moving and handling – Children show 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 know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

### **Exceeding**

- Moving and handling – Children can confidently hop and skip in time to music.
  - Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.
- 7.3** Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

## **8. Contribution of PE to teaching in other curriculum areas**

### **8.1 English**

PE contributes to the teaching of English in our school by encouraging children to collaborate and use descriptive language to discuss and improve their performance. This skill of self and peer reflection is embedded into our English curriculum. It also provides opportunities for children with English as an additional language to communicate with other pupils outside of the classroom through participation and collaboration.

### **8.2 Computing**

We use a range of resources to support teaching when appropriate. The Interactive Whiteboards in every class and in the hall provide opportunities to reflect on performance as a whole class and observe examples of good practice. In addition to this, the children have access to a class iPad to evaluate their own work during a lesson. The children can find out information relating to physical education on Newsround and receive up to date information on sporting events. Teachers share their photos and images of best practise on the school system, which can be accessed by teachers as evidence and to support their own classes.

### **8.3 Social, Moral, Spiritual and Cultural (SMSC) education**

PE contributes to the teaching of SMSC. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these. Children are also encouraged to self-reflect and use a personal competitive nature to ensure they are monitoring and improving themselves using their past abilities.

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Children learn to respect differing levels of ability and are encouraged to cooperate across a range of activities and experiences, to develop a better understanding of themselves and of each other.

## **9. My Personal Best (My PB) Life Skills**

Since the introduction of My PB in the 2018-2019 academic year, the school has been promoting life-skills through PE. In class, teachers have selected life-skills tailored to their specific class to focus on each half-term (for example, communication, resourcefulness or resilience). This has been discussed with the children and is celebrated when these skills are demonstrated and recognised by members of staff and peers in and out of PE lessons. This provides opportunities for the children to develop the vital life-skills needed through their adult life to be a successful global citizen of the future.

## **10. Resources**

**10.1** There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store. The hall contains a range of large apparatus and children are taught to handle equipment safely as part of their lessons and where necessary set up and put away equipment with support.

- 10.2** Additional playtime and lunchtime physical activity equipment is stored and monitored by the PE co-ordinators, SMSAs and Sports Leaders. SMSAs run lunchtime activities using the guidance provided by the PE co-ordinators.

## **IMPACT**

### **11 Assessment and recording**

- 11.1** At Orleans Primary School, teachers assess children's work in PE through observation and record progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum statements and the Orleans Primary Skills and Knowledge progression document at Key Stage 1 and 2 and the Early Learning Goals for the Foundation Stage. Information is recorded and used to plan future work. These records also enable the teacher to make an annual report to parents. The class teacher passes this on to the next teacher at the end of each year.
- 11.2** Teachers offer the children the opportunity to self-assess their own learning during and at the end of each unit of work. This ensures the children have a solid understanding of which skills that they have learnt throughout a unit of work. The children also often have the opportunity to peer assess, which shows to the teacher both their ability and understanding, and gives feedback to others.
- 11.3** The PE coordinators keeps photographic evidence of children's work. This demonstrates the expected level of achievement in each area of activity in PE in each year of the school.

### **12 Monitoring and review**

- 12.1** The designated governor for PE is Alan Watkinson.
- 12.2** The monitoring of the standards of children's work and the quality of teaching in PE is the responsibility of the PE subject coordinators. The work of the subject coordinators also involves supporting colleagues in the teaching of PE, being informed of current developments in the subject, and providing a strategic lead and direction for the subject in school.
- 12.3** The school aims to utilize and build upon the experience of the Richmond inspectorate, advisory staff and specialist PE teachers in other schools in order to support and enrich the provision of Physical Education.
- 12.4** In order to ensure progression and development for our pupils in Physical Education, the PE coordinators have termly meetings with the designated PE governor and Head/Senior Leadership Team.
- 12.5** The PE coordinators run yearly staff meetings to ensure staff are kept up to date with changes to the PE curriculum.
- 12.6** Pupil voice is a key part of ensuring PE and Sport at Orleans Primary School is tailored to meet the needs of pupils. At Orleans, we have several opportunities throughout the year for the children to provide their thoughts and opinions about PE and Sports in school, including but not limited to Sports Council meetings and Pupil Voice surveys.

The Physical Education Policy at Orleans Primary School is a working document, which will be reviewed every three years.

Policy reviewed by all staff autumn term 2019