



POLICY FOR PHYSICAL EDUCATION

June 2020

Introduction

At Victoria Community School we believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. In accordance with the government paper Every Child Matters, Victoria promotes health and physical well-being for all our pupils. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations.

As a school we promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Aims of Physical Education to run alongside the NC

- To promote positive attitudes towards health and wellbeing, hygiene and fitness.
- To develop an ability to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules.
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- To foster an appreciation of safe practice.
- To develop gross and fine motor skills through a range of relevant movement based activities.
- To develop a sense of fair play and sportsmanship.
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- To foster an enjoyment, and positive attitude to the subject in school.
- To aim to provide physical exercise each day aligned to the Chief Medical Officers recommendations.
- To demonstrate improvements in performance that achieve Personal Best

National Curriculum 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.

Sports Premium

The government announced additional funding to support the delivery of PE and School Sport until 2020.

Our aim is to improve the quality and breadth of our PE and sporting provision so we have identified a number of key priorities which include; investing in continual professional development for our staff; increasing the competitive opportunities available to all pupils; working in partnership with other schools to share expertise and resources and offering new

and varied sporting opportunities for our pupils. Information on the sports premium will be shared on the schools website in line with DFE requirements.

Learning and Teaching

In line with School Games Mark recommendations the school will provide all students with 2 hours of timetabled physical education per week within the curriculum.

Organisation

The curriculum in this subject has been organised to ensure that all our children have access to all areas specified in the national curriculum and its statutory requirements. To ensure a range of experiences, the breadth of study, which forms the curriculum for PE, consists of Dance, Games, Gymnastics, Swimming, Athletics and Outdoor activity.

Key stage 1

Pupils 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.

Pupils should be taught 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.

Key stage 2

Pupils 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.

Pupils should be 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.

Early Years

In the Foundation Stage the children follow a half-termly cross-curricular topic based upon the development outcomes for each age and stage working towards the 'Early Learning Goals' – notably the aspect of Physical Development. All Early Years children have the opportunity to use outdoor play equipment, including climbing frames, in order to meet the requirements of the Early Years curriculum. Outdoor equipment is checked by contractors annually.

Outdoor Education

Key stage 2 children will take part in outdoor and adventurous activities which challenge both individual and within a team through accessing organised events such as Tree climbing during HSF week. Further to this, every class within school is entitled to at least 1 session of outdoor education (Talking Trees) per ½ term which is situated at both sites - EYFS and KS1 at Victoria Road Nursery garden and KS2 at Orchard site. Commando Joe, initially a PSHE scheme of work is now incorporated into further outdoor learning sessions as this focusses on developing team work through challenges.

Athletics

Athletics activities will be held at The Orchard Site (KS2 only) in the summer term. Further athletic activities will be delivered as part of fundamental movement skill development in PE lessons based around the core skills of running, jumping and throwing.

Extra-curricular activities

A range of extra-curricular activities are also provided for our children including football, cricket, Hi 5 netball, wake up shake up, School Games, School Sports Partnership and School Sports Association competitions and festivals.

Swimming

Swimming lessons for KS2 pupils takes place at Meadowside Leisure Centre. Transport is by reputable coach company and at least two members of staff will accompany each group of children. Pupils will have a 30 minute swimming lesson and time to change. The lessons will be taught by qualified swimming instructors and Meadowside Leisure Centre provides qualified lifeguards for the school sessions.

Boys and girls will use the separate changing rooms at the pool.

All children should have the opportunity to meet the requirements of the National Curriculum for Physical Education related to swimming.

In order to meet the statutory requirement, the following aims have been identified:

- To teach pupils to appreciate what is good practice in relation to the safety of themselves and others
- To provide a safe and caring environment for pupils to learn to swim;
- To develop pupil's confidence in water activities
- To develop the pupil's full potential in swimming;
- All pupils to meet the minimum 25m swimming requirement by the end of KS2.

Please see the Ramadan and Eid policy for more information during these occasions.

Resources

The school has a well-resourced PE store with a range of equipment for all children and activities. Equipment is checked regularly and replaced as and when necessary. Gymnastics equipment is checked by contractors annually.

All children have access to age appropriate gymnastic apparatus and the majority of staff have received specialist training from East Staffordshire School Sports Partnerships' (ESSSP). This training included safe practice in the setting out and use of the apparatus as well as specific guidance on appropriate PE clothes.

Clothing

- The recommended clothing for PE is green shorts, yellow t-shirts and black plimsolls.
- Close fitting, black, footless leggings may be worn under shorts if preferred.
- PE kits should be checked regularly to ensure a good fit.
- Hair should be tied back and jewellery removed before all PE lessons.

- No plasters are allowed to be worn over earrings
- Children can bring in warm outdoor kit if needed for outdoor PE lessons. Trainers are allowed to be worn on the field.

Games/Athletics

- Trainers should be worn for games and athletics.
- In addition, a jumper or tracksuit may be worn outside in cold weather.

Dance/Gymnastics

- For gymnastics and dance, children will be expected to work barefoot.
- T-shirts should be tucked into shorts at all times.
- All jewellery/personal effects/hair clips should be removed.
- Long hair should be tied back at all times.

Swimming

- For swimming, girls must wear swimming costumes or cat suits and boys must wear swimming trunks or close fitting lycra shorts.
- A cap must be worn for long hair.

Staff

All teachers of PE should be wearing the appropriate clothing and footwear for the activity they are delivering to ensure that where required they can provide safe demonstrations and model good practice. Staff sports t-shirts have been purchased to promote sports in school and raise the profile whilst in and out of school during PE activities.

Health and Safety (see also Health, Safety and Wellbeing policy)

Guidance is taken from the AFPE publication 'Safe Practice in Physical Education and Sport 2016.'. All general requirements of the county and school Health and Safety policy should be considered appropriate to the teaching and learning of PE. Care should especially be taken when moving and using gymnastics equipment (fixed and movable).

Safety during gymnastic lessons

Some important ground rules to assist safety.

- Heavy apparatus should be carried by several children in a sensible manner but always supervised.
- The teacher should check that the apparatus the children have set up is safe to be used e.g. ladders locked into position, bolts fastened, mats in place etc.
- Staff should ensure that children know how to respond to their commands. Children will need to stop in a safe manner, come down sensibly from the apparatus and sit in groups, when asked.

Inclusion

All pupils will be given access to the full PE Curriculum, regardless of gender, race or cultural background.

• **Special Needs**

All children with special needs will have access to the whole of the PE curriculum appropriate to their abilities. We promote the use of a range of teaching styles to enable those pupils with dyslexia to access the curriculum effectively. In PE we encourage the use of simple, clear language and instructions combined with appropriate technical vocabulary.

• **Gifted and Talented**

We recognise that we have gifted and talented athletes in our school. The needs of these children should be catered for in lessons and extra-curricular activities through differentiation of task and skill. Work with community partners will also support our gifted and talented students.

- **Learning and Teaching Styles**

We acknowledge that for all pupils (and especially those with specific learning difficulties – SpLD) their needs are best met by providing a multi-sensory curriculum delivered through a variety of teaching and learning styles. As a school we promote a range of teaching styles that reflect that each child has a different learning style. We attempt to use a variety of learning experiences that allow our children to learn in a way that suits them. (See 'Teaching and Learning Policy' for more information).

PE gives our kinaesthetic learners lots of opportunities to flourish and succeed.

Assessment

Agreed assessments in PE are as follows:

- In the Foundation Stage, assessment will be based on agreed expectations in the Early Years Framework.
- Assessment is ongoing and informs short term planning.

Review and Monitoring

- The PE co-ordinator will monitor planning throughout the year (Short Term planning folder in staff room).
- The subject action plan (see School Improvement Plan) reviews progress over the past year and outlines new initiatives/developments. This is currently funded through Sports Premium funding.
- This policy will be reviewed and updated regularly, taking into account national and local developments.