**WILLIAM CASSIDI C. OF E. AIDED PRIMARY SCHOOL**

**PHYSICAL EDUCATION POLICY**

**General requirements For Physical Education:**

Physical Education is a foundation subject within the National Curriculum. A balanced programme of P.E. is considered essential for all children, the type and content should be appropriate to their physical and social development as well as their skill. The National Curriculum clearly states that [teaching should ensure that when 'evaluating and improving performance', connections are made between 'developing, selecting and applying skills, tactics and compositional ideas', and 'fitness and health'.](http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/physical-education/keystage1/index.aspx#note1_1_a) Pupils should be involved in the continuous process of planning, performing and evaluating in all areas of activity with the greatest emphasis being placed on the actual performance aspect.

**The following requirements apply to the teaching of physical education across Key Stage One:**

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.

**The following requirements apply to the teaching of physical education across Key Stage Two:**

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, such as 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:**

Swimming instruction will be provided through a service level agreement with Tees Active in KS2. Three two week blocks of teaching in Year 3 and one two week block of teaching each year in Years 4, 5 and 6.

In particular, pupils should be taught to:

* swim competently, confidently and proficiently over a distance of at least 25 metres
* use a range of strokes effectively such as front crawl, backstroke and breaststroke
* perform safe self-rescue in different water-based situations.

**Aim:**

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. Thus we enable them to make informed choices about physical activity throughout their lives.

We aim to promote an enjoyment in undertaking physical activities as part of a healthy lifestyle, incorporating the ideals of co-operation, tolerance and self-esteem.

**Objectives:**

* To help the normal growth and development of the children.
* To develop physical ability, stamina, strength and co-ordination, vocabulary of movement, spatial awareness and body awareness, including children who have Special Educational Needs (SEN).
* To improve the child’s own understanding of his / her own capabilities.
* To promote an enjoyment of physical activities which will be continued into adulthood.
* To develop social awareness via partnership, group work and team work.
* To ensure safe handling and care of apparatus and an awareness of safety factors.
* To encourage the development of creativity through gymnastics and dance, use of ideas, sequence work and an understanding of form and shape.
* Nursery children are to be given the opportunity to enjoy an introduction to all areas of the P.E. curriculum.
* To link P.E. with other areas of the curriculum when relevant.
* To promote the development of observation to improve the child’s own work.

**Organisation and Implementation:**

Each class in KS1 and KS2 has two allocated PE lessons per week. These are one hour each when we can use the outside facilities and need to be adapted to accommodate three sessions within a two hour period if all classes need to use the hall. Dependant on time of year, extra curricular sporting activities are offered. An emphasis on the development of skills as a basis for the teaching of games, to be developed throughout the 6 activities; dance, gymnastics, games, swimming, athletics and outdoor pursuits in a balanced programme over the school year. Activities are appropriate to age and ability.

**Equipment and Clothing:**

All teachers should ensure a safe working environment and report any faults immediately to the subject co-ordinator. All damaged equipment should be immediately removed from use. Teachers should ensure space is clear and safe for use, both indoors and outdoors. No jewellery should be worn during any P.E. activities and long hair must always be tied back. Trainers should be worn for indoor activities with exception for gymnastic activities and dance. Staff should wear appropriate clothing and foot wear for teaching P.E. Children should be encouraged to discuss safety implications concerning themselves and others, the safe use of, movement and storage of equipment at all times which should be undertaken with close supervision.

All P.E. lessons must ensure an equal interest and participation level for all children. Children should be encouraged to develop awareness of the need for warning up and cooling down to prevent damage to themselves, develop an awareness of how the body works and the effects of exercise.

**Planning:**

At William Cassidi C. of E. Primary School, the long and medium-term planning for P.E. is taken from a variety of schemes of work for each year group (N - Y6). Short-term planning, in the form of daily lesson plans are used by class teachers using the objectives and learning outcomes from the medium-term planning. Daily lesson plans include references to the relevant National Curriculum Programmes of study. Other curriculum subject links are shown, where applicable, in the medium-term planning.

 At Key Stage One pupils are taught games, gymnastics and dance during one school year, using indoor and outdoor environments where appropriate and a whole range of teaching methods recommended by the scheme of work.

At Key Stage Two, pupils are taught three additional areas of activities: athletics, swimming and outdoor and adventurous activities. The six activities are not approached during one school year, but are balanced throughout the Key Stage. With Year 6 undertaking the additional outdoor and adventurous activities element (linked to school visit to Robin Wood).

The teaching of Physical Education in the Foundation Stage adheres to the requirements set out in the statutory framework for the early years foundation stage, specifically within the Physical Development area of learning. Dance is covered by the Expressive Arts and Design area of learning.

**Physical Development during the Foundation Stage:**

The statutuory framework for the early years foundation stage states:

‘Physical development involves providing opportunities for young children to be active and interactive; and to develop their coordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food’.

The Early Learning Goals for Physical development are:

**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. They handle equipment and tools effectively, including pencils for writing.

**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. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Staff in our EYFS have developed a Physical Development curriculum by unpicking the skills and knowledge that the children will need to acquire in our Nursery and Reception classes to give them the best possible chance of achieving the Early Learning Goals by the end of the foundation stage. We use various initiatives to support children’s physical development, including the toothbrushing scheme, Penpals handwriting scheme and ‘Dough Disco’, which supports the development of children’s finger muscles.

**Skills Development from Year 1 to Year 6:**

**Games:**

The children should develop games skills individually, then with a partner, then in groups, teams and against opposition.

* Small team games are of more value than full scale games as children have more opportunity to participate fully.
* Activities are developed gradually from individual work to partnership, to small team games. Increased skill comes via the children making their own games and learning new mini games.
* Games skills include footwork, catching, throwing, passing, aiming, fielding, kicking, hitting and control.

**Gymnastics:**

Activities, including floor work and apparatus, tend to revolve around aspects of movement including:

* Body activities such as walking, running, jumping, landing, balancing, stretching, twisting, turning and rolling, weight on different parts of the body, stretching from apparatus, symmetrical and asymmetrical shapes and stillness.
* Spatial awareness such as the use of personal space, high, medium and low levels, the use of movement directions and direct and indirect pathways.
* Variation and control of movement using fast, medium and slow speeds, increasing and decreasing speed with maximum and minimum power.
* Development of sequence work.
* Working individually and with a partner.

**Dance:**

Children will be given the opportunity to:

* Build up a movement vocabulary through guided exploration of movement themes.
* Develop a movement memory of sequences, initially with starting and finishing points, e.g. starting with a skip and finishing with a twist and repetition of sequences.
* Introduce a range of stimuli, e.g. art, poetry, dramatic ideas, percussion, topic week, any relevant ideas which contains a movement stimulus.

**Athletics:**

This should include:

* Running (varying speed and distances, relays).
* Jumping (both standing and running)
* Throwing (rounders/cricket ball both standing and running, soccer ball and/or rugby ball.)

**Outdoor / Adventurous Activities:**

Outdoor education involves moving, living and learning outside the classroom. Some aspects of outdoor activity may take place as part of the normal school day. Others may be covered by visits or extra-curricular activities. By planning a programme of study, it is possible for the children to experience a range of outdoor activities.

At KS2, the National Curriculum requires that pupils should be taught:

* To perform outdoor adventurous activities e.g. orienteering exercises.
* Challenges of a physical and problem solving nature, e.g. Negotiating obstacle courses, using suitable equipment
* The skills necessary for the activities undertaken.

**School Environment:**

* Exploring the environment within the school grounds.
* Playground marking with hopscotch grid, running track (in summer), grassy area can be used at break times and lesson times for both physical and adventurous activities. Teachers and lunchtime supervisors may wish to provide instruction for new and traditional playground games.

**Cross Curricular Links:**

The link between health and physical activity should be emphasised at every opportunity and areas of health education particularly those addressing the effects of health on the heart and the need for exercise to keep us healthy, will be addressed during appropriate P.E. lessons.

P.E. also links with other areas of the curriculum including: music; dance; speaking and listening for instruction, guidance and support; mathematics through patterns, area, angles and factions of turns, ordering movement; geography with the emphasis on direction, locations and a variety of skills involved in outdoor and adventure activities and personal, social, health and citizenship education (PSHE) through learning about the benefits of exercise and healthy eating, and how to make informed choices about these things.

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. Their work in general enables them to develop a respect for other children’s levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Class teachers are responsible for the delivery of the PE Curriculum except for swimming, which is the responsibility of an appointed LA members of staff. The PE Subject Leader is available for support and advice when required.

**Assessment:**

This is carried out half termly, at the end of each unit to ensure continuity and progression. This is used for:

* Informing the parents at consultations and annual reports, informing the staff and children.
* Sharing continuity and progression.
* Ensuring that the work being carried out is appropriate for the child.

**Celebration of Excellence:**

* Opportunities in Celebration Worship to show and present certificates from school sporting events.
* Photographs.
* Acknowledge the success of the individual in activities in or out of school during Celebration Worship.
* Celebration of participation not just excellence.

**Equal Opportunities:**

Activities are planned to encourage full and active participation by all children, irrespective of ability and every attempt is made to integrate children with special educational needs into participating on equal terms with other children, including necessary support provided for special educational needs, children with behaviour difficulties and from all cultural backgrounds. Children with SEN have represented the school at Change4Life Festivals.

**Behaviour and Discipline:**

The children must:

* be on task throughout a lesson, and listen carefully to instructions.
* keep their hands and feet to themselves to prevent unnecessary injury and dangerous behaviour.
* walk around large apparatus.
* in the event of an accident all children are to stop using equipment and sit quietly whilst the teacher deals with the situation.

It is imperative to maintain high standards of discipline and control behaviour within P.E. lessons to ensure safe practice.

**Resources:**

P.E. resources are managed by the P.E. Subject Leader and are located in the hall, the P.E Cupboard and the outside storage area. Equipment is labelled, checked regularly and should be put back after use. Equipment includes: large apparatus, small apparatus, a variety of ball types (large, small, soft, tennis etc), a variety of bats, a variety of hoops, a variety of ropes, a variety of mats, 2 netball posts, a variety of markers, beanbags, quoits, hockey equipment, cricket equipment, a parachute, batons and team bands.

Reference material is stored in the internal PE store. The care of resources is a shared responsibility and the handling by both staff and pupils must adhere to the correct safety guidelines. The PE subject leader arranges for the repair or replacement of broken or worn equipment.

**Monitoring, Evaluation and Review:**

The P.E. Subject Leader is responsible for monitoring the teaching of P.E. throughout the school. This is carried out through monitoring annotated planning from all teachers and supporting teachers in evaluating their assessments to ensure that their learning objectives are being met. Support, advice, feedback and evaluations is provided and yearly curriculum audits and reviews of the P.E. Policy will be carried out to ensure that full curriculum coverage, progression and high standards are maintained.

The effective delivery of the curriculum requires a base of knowledge and expertise amongst the staff. The co-ordinator, working with the Head Teacher, Governors and staff, will regularly review training needs and make appropriate provision to ensure that high standards and best working practices are maintained.

The P.E. Subject Leader at William Cassidi C. of E. Primary School is responsible for supporting and advising class teachers in their planning and delivery of lessons, monitoring teaching and children’s progress throughout the school, ensuring that a broad and balanced curriculum for all children is maintained and assessment and recording procedures are carried out. The Subject Leader is also responsible for reviewing the policy documents, carrying out yearly subject audits and reporting back to the Head Teacher, managing and ordering resources, keeping up to date with P.E. developments and organising appropriate CPD opportunities for colleagues, where necessary.

**Safeguarding:**

All staff have been issued with the DFE document ’Keeping Children Safe In Education’, they have also received regular CPD on safeguarding and Child Protection. All members of staff should behave in an appropriate and safe manner at all times and adhere to all regulations and practices to ensure children are safe at all times. They should ensure that privacy and dignity are respected at all times but also be vigilant for signs of abuse. All school policies and procedures should be carefully followed and any incidents/concerns reported immediately. Staff should ensure that they keep themselves and their pupils safe at all times. The use of all recording equipment must follow agreed school procedures.

**Health and Safety:**

Health and safety is of paramount importance within the physical education lesson. All staff are aware of the safety precautions and procedures they must follow to ensure safe delivery of lessons. The large P.E equipment in the hall is checked and maintained annually by Continental Sport in the Spring Term and the P.E. Subject Leader will also check equipment annually, however if staff notice any faults they should inform the PE Subject Leader immediately who, in turn, will inform the head teacher. It is the responsibility of the class teacher to ensure that all equipment is set up safely before use and that all pupils have a clear idea of how to handle equipment safely. Pupils engaged in PE must be supervised by a class teacher at all times. If an accident occurs a First-aider may be sent for. Class teachers should ensure that all injuries, however minor are recorded in the accident book. An essential resource for all teachers is ‘Safe Practice in Physical Education’ (BAALPE) located in the staffroom.

**Safe Handling of Apparatus:**

* Ensure apparatus is stored in accessible positions.
* Allocate sufficient children to any one piece of apparatus to enable it to be lifted with relative lightness for each child.
* Demonstrate and direct some children and allow others to observe carefully.
* Place apparatus out in a set order and replace in the reverse order at the end of the session.
* Teachers must check the equipment before use for safe usage. Report any faults to the subject co-ordinator immediately.
* Safety in Outdoor P.E
* Activities involving balls should take place away from glass windows.
* Play spaces should be sited to prevent risks of running into obstacles.
* Playground surface must be clean and clear of loose materials.
* Playing fields must be clean and clear of dangerous objects.
* Playing fields should be regularly maintained.
* Playing fields must be suitable for use by those with appropriate footwear. Assessment of the surface of the playing fields must be made in advance of the lesson.

**Extra-Curricular Activities:**

The school provides a range of PE-related activities including Football, Gymnastics, Badminton, Kung Fu and Dance for children at the end of the school day. Table tennis and tag rugby clubs take place during lunchtimes. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates in area knockout competitions.  This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

**Links with Parents, the Community and Stockton Schools Sports Partnership**:

At William Cassidi C. of E. Primary School, we view the link between school, home and the local community as vital to the education and development of our children. Parents/guardians are encouraged to take an active interest in their child’s school and development. Progress in P.E. is reported to parents/guardians at the end of each academic year in the end of year report. A good working relationship has been developed with the Manager of SSSP and they have come into school several times to run sporting events such as the Race for Life in the last 4 years and will be running it in July 2020. They also train the playground leaders.

**Least Active and children with low self esteem**

Children in UKS2 have had sports leader training. They work in small groups to devise activities to engage children in LKS2 to become more active. The least active children and those with low self-esteem are invited to attend a fun club run by the leaders at lunchtime. They lead warm ups, run activities and reward the children with praise and recognition for demonstrating the School Games Values of passion, belief, respect, honesty, determination and teamwork.

Policy written by: Mrs J Lister

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