

BURTON BRADSTOCK SCHOOL

Physical Education Policy

At Burton Bradstock School we deliver a creative curriculum where subjects are taught within a whole school theme, called a Learning Quest, each term. This approach encourages our pupils to use their imagination and make links across topics and subjects thereby giving depth and breadth to their knowledge as well as the ability to learn and apply a range of skills in different contexts.

Introduction

“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 2014

Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others
- To promote an understanding of safe practice and to develop a sense of responsibility towards their own and others' safety and well-being.

Curriculum Planning and Organisation

- Each class is timetabled so that they can access the hall regularly.
- The playground areas and field are used to facilitate areas within the curriculum.
- The local Leisure Centre is used for Key Stage 2 pupils to facilitate indoor activities such as Games and Gymnastics.
- The school currently employs a Gymnastic coach to teach Gymnastics in Key Stage 2.
- Swimming lessons are provided by school staff and qualified teachers at Bridport Leisure Centre for children from Years 3-6.
- A Pyramid Schools Co-ordinator is employed to organise sports festivals and tournaments for the school in collaboration with other local schools.
- Coaches from local sport clubs (e.g. Cricket/Tag-rugby) regularly provide additional opportunities for extending the PE curriculum.

- Extra-curricular activities run each week to enhance the school curriculum.

Early Years Foundation Stage

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.

Children access a range of daily activities to develop their fine and gross motor skills and have unlimited access to a dedicated outside area. In addition to this they also have weekly PE lessons.

Key Stages 1 and 2

- The school follows a range of different PE Schemes of Work that are in accordance with the new National Curriculum guidelines.
- Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform.
- Swimming is taught in every Key Stage 2 Class at the local Leisure Centre.
- Annual residential trips take place from Year 2 - Year 6 and focus on Outdoor and Adventurous Activities.

Assessment and Recording

- Assessment is usually carried out by teachers/teaching assistants in the course of the normal class activity.
- Assessment is mainly done through observations and sometimes through discussion with the children.
- A photographic/video record is sometimes used to document some of their work.
- Physical development levels and progress are recorded by the EYFS teacher for each child.
- Attainment and progress are recorded for KS1 and KS2 pupils using the National Curriculum objectives.

- Physical education and development is reported to parents/carers in the end of year annual reports.

Equal Opportunities

All children will be given equal access to P.E. irrespective of age, gender, disability, religion, ethnicity, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of P.E.

Health and Safety

All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:

- Pupils are taught how to improve their own abilities and assess risks.
- First aid equipment is available and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff
- Regular checks are made on all equipment and any items constituting a danger are taken out of use immediately.
- All staff are responsible for reporting to the subject leader if any items show wear and tear.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity (e.g. correct use of unihoc stick)
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
- If a child has no trainers/plimsoles for outdoor PE they use their shoes if the activities are on the playground (activity dependent).

Resources

- There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.
- Large equipment and mats are stored in the hall.
- PE resources are stored in the PE shed in the playground at the rear of the school.
- EYFS physical development resources are stored in the Early Years shed.

Extra-curricular activities

The school provides a range of PE-related activities such as netball, football running and tag-rugby for children after the school day. These encourage children to further develop their skills in a range of activity areas. The school sends details of 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. This is also reflected in the annual Sports Day that is inclusive of all pupils.

At playtimes, the Huff and Puff resources are managed by Year 6 Playtime Leaders who encourage participation and friendship amongst the younger children. This resource enables children across the school, on a rota basis, to practise gross and fine motor skills in a fun way whilst also fostering co-operation.

Some Year 5 and 6 pupils are Bronze Sports Ambassadors and work with the co-ordinator to lead initiatives across the school linked to PE and keeping healthy.

The Role of the P.E. Co-ordinator

- * To purchase, organise and maintain teaching resources
- * To encourage and assist in-service training
- * To keep up-to-date by attending courses and feedback sessions organised by LA, Cluster groups, MAT or other colleagues
- * To provide guidance and support in implementing NC and schemes of work
- * To offer specialist advice and knowledge for special needs and able and talented pupils
- * To advise the Headteacher of action required to develop the subject
- * To encourage ways of involving parents in their children's learning
- * To liaise with Governors, as appropriate
- * Monitor planning, teaching and learning

PE Policy to be read in conjunction with PE Procedures (attached) and the school's Curriculum policy and Assessment policy.

Procedures for Physical Education

'Good Practice Guidance. Getting changed for PE and School Sport' (July 2011) should be read in conjunction with these procedures.

Changing:

Pupils in KS1 change together in their own classroom leaving their clothes folded tidily on their chairs. Boys and girls in KS2 change separately using the classroom and the library/cloakroom.

Kit:

For indoor activities pupils are expected to wear a school T-shirt and black or navy shorts and go barefoot or wear plimsoles (see medical conditions for further information). For outdoor activities children also need spare socks and a pair of trainers or plimsoles, preferably with laces or Velcro. In cold conditions pupils may also wear additional clothing e.g. jogging bottoms or tracksuit. In very hot weather, pupils are encouraged to wear sun hats.

If pupils in the Foundation Stage forget their kit they must still take part by borrowing kit from a lost property box. If children in Key Stages 1 and 2 forget their kit then they borrow kit from school, where available. Staff will discuss missing PE kit with parents/carers during consultations. If pupils are unable to take an active part in the lesson then they are expected to observe and evaluate the work of their peers.

Teachers are encouraged to set a good example by at least wearing appropriate footwear, removing any dangerous jewellery (i.e. dangly earrings or chunky rings and bracelets) and wearing clothing which allows a good range of movement.

Valuables:

All valuables should be removed for PE and placed in their drawer before leaving the classroom. If children have newly pierced ears they may be permitted to wear small studs if a letter from their parents/guardians accepting responsibility in the event of an accident has been received. Otherwise earrings should be removed or taped over. All other jewellery should be removed excepting medic alerts though these will need to be made safe (i.e. bracelets covered by a sweat band or necklaces tucked securely inside top).

Hair:

All hair long enough to cover the face should be securely tied back with soft fastenings. Slides and Alice Bands are not suitable.

Entering and leaving the workspace:

When pupils are changed they will line up at the classroom door. When everyone is ready the class will walk in single file to the PE area accompanied by their class teacher. They will return to class in the same way.

Care of resources:

Small equipment must be counted out and counted back by the teacher in charge to minimise loss. Any losses or breakages should be reported to the PE subject leader as soon as possible. Equipment must be returned to its rightful place. If pupils are putting equipment away they must be supervised to ensure they are doing it properly.

When carrying heavy equipment pupils must be taught how to lift, carry and lower safely.

Pupils should be encouraged to use equipment carefully at all times.

The working environment:

It is the responsibility of the class teacher to ensure that the work area is as safe as possible. A quick look round should be sufficient to ensure that there are no obvious obstructions or sharp objects on the floor and if outside that the surface area is not slippery.

It is important that the class are able to hear their teacher's voice at all times so noise levels should be low enough to allow this. Calling out is unacceptable and should be discouraged at all times. Only on-task talk should be allowed.

It is unnecessary to use a whistle indoors.

When working outdoors establish a definite working area so that children do not move too far away.

Minor Medical Conditions:

Athletes foot - this condition is highly infectious and children must not be allowed to work barefoot or borrow footwear.

Verrucas - are not very infectious but it is best to keep known verrucas covered. Indoors, children can still work barefoot if a strip of micropore tape is wrapped around the foot covering the infected area. Medical guidance states that pupils are still able to take part in swimming activities, and as a school we advise that they are covered up.

Non-participants - children unable to take part actively should be involved in the PE lesson in non-active ways, eg observe work, relay instructions, suggest ideas, etc.

Appendix 1

Date:

Dear Parents/Carers,

PE kit

Your child was unable to take part in the PE lesson today as they did not have their full PE kit in school. A list of the kit required is printed below for your information.

PE is a compulsory subject and children are expected to participate fully unless there is an appropriate reason, which has been agreed with a member of staff.

Please ensure that your child brings their PE kit into school each Monday. The kit can be left in the cloakroom until Friday so that it is available in case the timetable needs to be changed.

Yours sincerely,

Mrs C Staple
Headteacher

PE Kit includes:

- School t-shirt
- Black shorts
- Plimsoles or trainers