



# Physical Education Statement and Guidance

## **Aims and Scope**

The intent for Physical Education at Red Oaks Primary is for it to be a unique process of learning. It is a Foundation Subject within the National Curriculum. The intent is to educate pupils in the knowledge of the body and physical activities; the skill to use their body efficiently and effectively; the understanding of how their body moves and the importance of a fit and healthy lifestyle. This document aims to outline the intent , implementation and impact of the Physical Education taught and 'learned' in Red Oaks Primary School, including the Physical Development section of the Early Years Curriculum.

### **The 5 key 'Sports Premium' initiatives will underpin our whole school aims and philosophy;**

1. The engagement of all pupils in regular physical activity – laying the foundations for healthy active lifestyles for the future.
2. The profile of PE and sport being raised across the school as a tool for whole school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport both within the school and wider community.

### **Other linked documents**

Teaching and Learning Policy

PSHE Policy and scheme of work

### **Statement**

Our **intent** is to enable children to become physically educated within a clear progression of skills by giving them the opportunity to:

1. Develop physical and cognitive competence as well as the skills of planning, performing and evaluating.
2. Promote physical activity and a healthy lifestyle;
3. Develop positive attitudes;
4. Ensure safe practice;
5. Develop problem solving skills and interpersonal skills which will have a much wider application.

The intent is embedded within the current 'PE Passport' planning scheme of work and progression of skills document and will form the basis for the implementation of this policy, including the assessment of pupils and the future evaluation of the policy which are explained below.

- 1. The intent is to develop physical and cognitive competence as well as the skills of planning, performing and evaluating and will be implemented through;**

- Knowing about factors which influence efficient and effective performance;
- Knowing how to improve their own performance and that of others by engaging in the continual process of reflection, selection, refinement, adapting and evaluation;
- Practising and consolidating movement concepts and motor skills in dance, games and gymnastics;
- Children in Key Stage 2 experiencing athletic activities, outdoor and adventurous activities and swimming in addition to the core programme;
- EYFS children developing skills such as gross motor development and fine motor skills as well as helping think about ways to keep healthy and safe as described in the physical development section of the Early Learning Goals.

**2. The intent is to promote physical activity and a healthy lifestyle and will be implemented through:**

- Enabling children to understand the effects of exercise on the body;
- Encouraging children to select and engage in regular physical activity;
- Enabling children to following the local PSHE scheme of work;
- Encouraging children to be aware of opportunities in local clubs and the community which cater for primary age children;
- Only allowing the eating of fruit and vegetables at break times;
- Running a mixture of paid and free school clubs which all children are welcome to join and others where we actively target other groups of children.

**3. The intent is to develop positive attitudes and will be implemented through:**

- Encouraging children to exhibit such personal qualities as perseverance, self-worth, well-being and humility;
- Enabling children to understand and show appreciation of fair play and good team work.

**4. The intent is to ensure safe practice and will be implemented through:**

- The importance of routine procedures and factors which affect safety being reinforced and explained to the children regularly;
- Ensuring the children and all staff appreciate the principles of safe practice, risk assessments and take responsibility for personal practice.

**5. The intent is to develop problem solving skills and interpersonal skills which will have a much wider application and be implemented by children through:**

- Working collaboratively as individuals, pairs and members of a group in solving problems;
- Expressing independent opinions;
- Expressing interest, enjoyment, motivation and enthusiasm for physical activity.

### **Principles of 'Teaching and Learning', 'Differentiation' and 'Special Needs'.**

- When planning and selecting materials, tasks and resources and teaching styles we will consider the needs of all pupils in terms of abilities and stages of development.
- Pupils with Special Educational Needs will be entitled to the same access to physical education as their peers.
- In planning lessons teachers will identify challenges for all pupils, modifying and adapting the task and/or equipment to include the least able child and to stretch the most able.
- Teachers will liaise with the SENCO and additional adult support will be sought if needed.

### **Breadth and balance**

- The National Curriculum will be the basis of our Physical Education programme combined with the 'PE Passport' scheme. At Key Stages 1 and 2 the core programme of dance, athletics, games, and gymnastics activities will continue on a regular basis with additional programmes of athletic activities, outdoor and adventurous activities.
- Year 5 and 6 will swim for an intensive course and we will identify those non 25m swimmers.
- The programme will include a variety of team and individual, co-operative and competitive activities, which when taught and organised will allow pupils to work and play together for the mutual benefit of all. Children will also have the opportunity to engage in a range of competitive events against other schools.
- Within the planning of schemes of work, lesson plans and individual lessons, account will be taken of the range of learning styles that are likely to be evident in any one class and is embedded within the PE Passport as our core scheme,

Children will receive a minimum of 2 hours of PE per week. The use of the hall, field and playgrounds will usually be blocked for both PPA, PE and class sessions. Children will generally be taught and participate in their usual class/year groups unless representing the school in competitions.

### **Cross curricular skills and links**

- Physical education offers an added dimension to the whole school curriculum and the wider life of the school, for including; health education; citizenship; literacy; numeracy and language skills; and interpersonal and social education.
- Teachers will give pupils opportunities to use computing to support and develop their evaluation, learning, data handling, research and retrieval skills.

### **Equal opportunities**

- This P.E. guidance has been impact assessed in order to ensure that it does not have an adverse effect on race, gender or disability equality issues.

- All pupils regardless of race, gender, ability, or social origins are entitled to be included and be successful in physical education. All pupils have equality of opportunity in respect of curriculum balance, curriculum time, extra-curricular involvement and use of resources and facilities.
- Our prime intent of the policy is to enable all our pupils to experience success, not failure.

The school policy for Physical Education reflects the consensus of opinion of the whole teaching staff. The implementation of this policy is the responsibility of all teaching staff.

### **Assessment recording and reporting**

The impact of the statement and guidance and P.E. curriculum will be the responsibility of the curriculum leader. Opportunities for assessment will be identified during planning and pupils will receive ongoing teacher assessment through the use of the PE Passport. These assessments will be directly related to the learning objectives and form part of the end of unit evaluation and the overall impact of the subject across the school. Information will be shared with pupils, teachers and parents in either a written or oral form during the year as appropriate.

### **Role of the subject leader**

- Research, personal development and training needs of staff will be identified. The Physical Education subject leaders will also organise and, if appropriate, lead these meetings.
- The subject leaders are responsible for developing a medium and long-term curriculum plan for Physical Education and assessing its impact in line with current school protocols.

### **Guidance and Procedures**

#### **Knowledge and understanding of health and safety**

- All routine procedures relating to safe practice are agreed and will consistently be adhered to by all teachers and support staff.
- Health education, particularly those areas addressing the effect of exercise on the heart/lungs and the need for exercise to keep us healthy, will be addressed during the appropriate physical education lessons.
- Children will be taught to warm up and prepare appropriately for different activities.
- Children will be taught how wearing appropriate clothing and being hygienic is good for their health and safety and staff will provide a positive role model by being appropriately dressed for these sessions.
- Appropriate clothing should be worn i.e. pupils must wear a house T-shirt and black shorts.

- All children will generally be barefoot in gymnastics and dance, unless they have a verruca when they will wear plimsolls. Under no circumstances should children be allowed to do athletics in bare feet. Trainers with cushioned soles are only suitable for distance running and must not be worn for gym and dance. 'Fashion' trainers are not to be worn for physical education. For swimming, only swimming trunks and swimming costumes are to be permitted. No jewellery is to be worn for PE and stud earrings removed or taped (teachers and parents to promote non-wearing on PE days). Long hair must also please be tied back.
- The safe use of equipment will be encouraged at all times and children will be trained to move and store equipment in a safe manner. All equipment will be checked by a teacher before the children use it. All adults working in the school have a responsibility to report any defects in the equipment which need attention. All activities which involve children working above floor level must have mats.
- Children are trained to collect and return small equipment but not to enter cupboards or sheds unattended.
- Guidance on safety can be found in "Safe Practice in Physical Education", a BAALPE publication ISBN 1-871228-06-9.
- All accidents, no matter how slight, should be reported in the school's accident record book kept in the main office.
- When engaged in physical education children are expected to behave in a considerate, responsible manner showing respect for other people and equipment. During physical education, children will be encouraged to discuss safety implications concerning themselves and others.
- These activities will take part in accordance with Health and Safety Policy Guidelines.

### **Sports Premium**

- The school will produce an annual 'Sports Premium' plan which will be posted on the school website to show how they are promoting Physical Education and the impact of this additional funding.