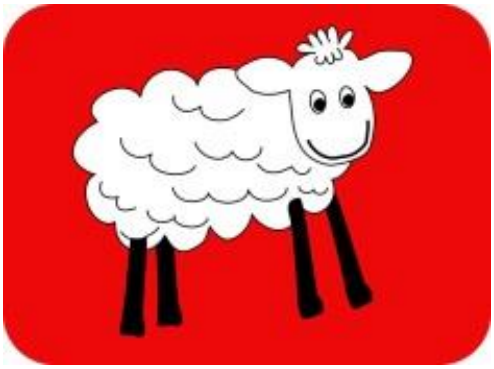


Sheepy Magna Church of England Primary School

Physical Education and Activity Policy

Headteacher: Alison Field

_____

Chair of Governors: Bob Armour

_____

Last Reviewed – June 2023

Next Review Date – June 2026

Physical Education and Activity Policy

Aims:

Physical development:

• To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.

• To be aware of the different shapes and movements that can be made with the body.

• To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.

• To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.

• To appreciate the value of safe exercising.

Social and emotional development:

• To develop a love of physical exercise.

• To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.

• To develop confidence in their own skills and abilities.

• To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.

• To realise that the right exercise for you can be fun and will give you energy for other things in life.

• To create and plan games and teach them to one another.

• To develop a sense of fair play.

Cognitive development:

• To develop decision making and problem solving skills.

• To develop reasoning skills and the ability to make judgements.

• To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.

• To develop the ability to communicate non-verbally with the body

• To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance. 3

• To understand that using the correct technique will improve accuracy and individual performance.

• To be able to evaluate performance and act upon constructive criticism. **Spiritual, moral and cultural development:**

• To develop a positive attitude to themselves and others.

• To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important. • To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.

• To treat your team, the opposition and the referee with respect.

• To raise self-esteem through opportunities to celebrate sporting success.

Entitlement

The school provides all pupils with two hours of high quality Physical Education a week. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity. Both of these will be delivered by a sports coach and / or the class teacher.

Curriculum Planning
The curriculum at Sheepy is planned as a two year rolling programme. All aspects of Physical Education are covered within this curriculum E.g. Invasion games, net and wall games, athletics and striking and fielding games. Such provision allows each child to experience a wide range of sporting activities. The timing of the curriculum may change to allow the school to prepare for inter school competitions. Progression of PE skills is evident within the rolling programme. Stage 1 focusses on basic skills acquisition, body control and playing small sided games. Key stage 2 expands on these skills building to competitive games and controlled performances in areas such as gymnastics or dance. The subject leader is responsible for overseeing the delivery of the long and medium planning to ensure it fits with the progression map.

Swimming
All children should be able to swim at least 25m by the end of Key Stage 2. Therefore, swimming lessons are compulsory for all children in Year 3 and 4. At Sheepy children learn to swim from qualified swimming instructors.

Assessment and Recording
Teachers and sports coaches, in the course of the normal class activity, carry out assessment. Formative assessment and summative assessment methods will be used. We have an assessment system which is in line with a life without levels and clearly allows for progression. The method we use allows a picture to be built up of the pupil's progress, any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve.
Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated; this is best achieved through contextual tasks and not in isolation.
Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding, wherever practicable staff will consider pupils outside interests eg. Lunchtime or after school clubs, local teams etc.
In accordance with the school's policy parents will receive a written report on all aspects of a pupil's schoolwork at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness.

Equipment and Resources
Resources are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning. Resources are kept in the PE store outside.
The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Teaching books, resources for teachers are located in the school kitchen.

Safety
As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

- Children should dress in shorts, tracksuit bottoms and t-shirts.
- Children will work in bare feet for all indoor and apparatus work.
- Pumps or trainers are worn for outdoor games, together with tracksuits if it is cold.
- Jewellery is not to be worn. Watches should be kept safely in a container in the classroom.

• Long hair should be tied back and rigid headbands should be removed.
• Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.

Safeguarding

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches who are invited in for short term work and swimming instructors as well as staff working on a one off basis or with clubs. Children in Year 5 and 6 are not expected to change together.

Differentiation

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Staff working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENDCo will liaise with all staff to ensure all pupils' needs be met in relation to teaching and learning in PE.

Equal Opportunities and Inclusion

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities. All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies.

Staff Continued Professional Development (CPD)

All staff take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or a PE Adviser through INSET. All staff who attend any CPD course must provide feedback/ disseminate the information.

Out of School Hours Learning (OSHL)

Our extra-curricular programme compliments and supplements the range of activities covered in curriculum time. These are open to any pupil in the relevant year group. The Sports Coach is responsible for supporting the school's Sports Leaders. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible.

At Sheepy we offer many after-hours school sports. We follow a range of inter-school fixtures, tournaments and festivals within the partnership. At the beginning of each term, we publish a documented timetable of clubs. The extra-curricular content aims to be varied – including competitive and non-competitive and team- and individual based clubs appropriate for all pupils.

Competition
At Sheepy we endeavour to provide the children with competitive opportunities to apply and develop their sports skills. We attend many sports tournaments and fixtures throughout the school year. We organise individual sports fixtures against different local schools, and also attend sports tournaments organised by the Bosworth Education Partnership and the Unity group of schools.
We encourage participation from a wide range of children and try to involve as many children as possible in interschool events.
Via these competitive games and tournaments children learn to work as a team, develop their individual skills under pressure and take pride from representing the school. The children can also learn how sportsmanship and fair play are integral to being a good sports person. We encourage the children to respect the opposition, the referee and officials and learn to win and lose with grace.

Foul Weather
In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class-based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Loss of Teaching Time / Space
Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as is practical.

Links with other subjects:
PE can link to other subjects, e.g. Literacy, (recount/report/ instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

Roles and Responsibilities
It is the responsibility of the subject leader to monitor and evaluate PE and report back to Governors at the appropriate time.
Summary:
At Sheepy Magna CE Primary we believe PE to be an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the values that underpin our school and its beliefs.