

Raglan Primary School
Physical Education Policy



Definition of Physical Education

As outlined by Department of Education's Physical Education Programme of Study (Aug 2013)

'PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.'

A high-quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations'

Aims and Objectives

Physical exercise makes a vital contribution to the way we live. By providing the children with regular physical activity each week the school is taking active steps to promote a healthier lifestyle whilst fulfilling National Curriculum requirements. The subject also develops a whole range of cross-curricular and key life skills such as team work, confidence, commitment, self-esteem, peer assessment etc. Many research studies have proven scientifically that exercise increases academic performance thus supporting attainment and achievement. The teaching of high quality PE is the foundation to a healthy life and attitude to community sport and exercise outside school hours and providing a rich legacy that is keenly felt in adulthood. The school is therefore committed to:

- Enabling pupils to see PE as:
 - i. A major feature in our lives, related to employment, leisure and culture.
 - ii. Part of a wider body of knowledge and skills, e.g. interpersonal and problem-solving skills.
- Enabling pupils to:
 - i. Understand and use safe practice and to appreciate its importance in PE.

- ii. Understand the short and long term effects of exercise on the body.
 - iii. Understand the role of exercise in a fit and healthy lifestyle.
- Enabling pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim for the Physical Education department.
 - Enable pupils to work independently and as part of a group or team in varied activities so that PE contributes to the development of core skills.
 - Employing teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.
 - Developing pupils' awareness of the implications of sport and physical activity in the wider community

Sports Premium

In line with the National Strategy for Primary Schools, Raglan Primary has welcomed Government funding to increase the calibre and provision of school sport. The School is dedicated to ensuring that quality and sustainability are primarily addressed, as can be demonstrated by the specialist focus placed upon the professional development of teaching staff. This is being achieved through The School's close working links with regional CPD advisors as well as afPE (Association for Physical Education).

The Legacy of The Olympic & Paralympic Values

The school endeavours to incorporate the lifelong values borne from London 2012 Olympics as bedrock for supporting moral and spiritual growth; behaviour and academic progress across the school by way of:

- adopting and demonstrating a commitment to the Olympic & Paralympic Values (friendship, excellence and respect; inspiration, determination, courage and equality)
- using the London 2012 Games to inspire the school community to embrace and participate within cross-curricular Values-based projects and activities

Endorsing The Local Vision: Pro-Active Bromley Strategic Framework 2011-2016

The school is dedicated to following the current targets as established and published by the local council that impact upon improved healthy lifestyles for all: Their key aims are to:

- Increase participation in sport and physical activity
- Engage more young people in sport and physical activity and reduce dropout as they get older

- Widen access to sport and physical activity for all, including underrepresented groups, by removing barriers to participation
- Create better sport and physical activity pathways and infrastructure

<https://docs.google.com/viewer?a=v&pid=sites&srcid=cHJvLWFjdGl2ZXNvdXRobG9uZG9uLm9yZ3xwcm8tYWN0aXZlYnJvbWxleXxneDoxZWYyNzU1MzExNmI4ZDQ0>

Teaching

All class teachers are expected to utilise a range of strategies and to use their professional judgement to decide upon the most appropriate way to manage their class.

Quality of teaching is good when:

- indoor gym/dance lessons are evidently separated into three sections – warm-up, main activity and cool-down, and children are aware of the importance of each section.
- outdoor games lessons are clearly divided into four sections – warm-up, skills, games activity (incorporating tactical awareness) and cool-down.
- learning objectives and assessment criteria are clearly set out and shared with pupils.
- a range of grouping strategies enables all pupils to participate fully and experience success and enjoyment.
- expectations and challenges are high but achievable.
- lessons are clearly differentiated to support all pupils' learning needs and performance levels.
- pupils are able to comment, with understanding, upon what they have learnt and utilise such knowledge as a contributory factor to performing with greater confidence and ability.
- there is evidence of continuity and progression occurring throughout the unit of work and consequently throughout the age groups.

Where pupils are used to demonstrate or teach a skill to others by way of peer evaluation, it is recommended practice for the teacher/coach in charge to promote and address the benefits of such learning (e.g. ownership of learning, co-operating with their contemporaries etc.).

When grouping is required, they will be selected to ensure that all the children are equally active and involved in the task.

Teachers are expected to intervene where appropriate to reinforce an idea or teach a new point.

Learning

Our aim is to produce learners who are confident and effective participants within a broad range of physical activities.

Quality of learning is good when pupils:

- Are committed to PE and sport and make them a central part of their lives – both in and out of school.
- Know and understand what they are trying to achieve and how to go about doing it.
- Understand that PE and sport are an important part of a healthy active lifestyle.
- Have the confidence to get involved in PE and sport.
- Have the skills and control that they need to take part in PE and sport.
- Willingly take part in arrange of competitive, creative and challenge type activities, both as individual and as part of a team or group.
- Think about what they are doing and make appropriate decisions for themselves.
- Show a desire to improve and achieve in relation to their own abilities.
- Have the stamina, suppleness and strength to keep going.
- Enjoy PE, school and community sport.

(Taken from 'High Quality PE and Sport for Young People', Department for Education)

Differentiation

Differentiation in Physical Education should always be encouraged and should occur in one of three ways, either:

By task, e.g. asking the children to do an extra activity to support their needs.

By outcome, e.g. where the children all work upon the same activity but the teacher endeavours to extend what the more/less able children are undertaking so that they produce work matched to their levels of ability and understanding.

By mixed ability grouping, e.g. asking the more able children to work alongside the less able so as to act as a means of support and stimulation.

Class teachers need to be aware of the effects of gender on performance and expectations in P.E.

Class teachers should provide equal opportunities for boys and girls.

Assessment

The Physical Education Co-ordinator is completely aware that, as with all National Curriculum subjects, there is a need to assess the work that the children have undertaken and

that each key stage is working to achieve the end of key stage statements which define what the children have worked towards.

Recording of pupils' progress will be maintained through the application of the following strategies:

- **formative assessment:** through short-term planning and ensuring that the child's needs are met within subsequent lessons.
- **summative assessment:** through the keeping of individual notes and comments made of the child's performances within the school report.

Roles and Responsibilities

A. Teacher

- Make the lesson enjoyable and memorable. If the lesson is interesting and interactive the children will want to learn. Pupils need to be kept active for as long as possible. "All talk and no play makes Jack a dull coach." **A visual example is a thousand times better than a verbal explanation.**
- Make the lesson safe. The safety of the children has to be the number one priority. Kit, apparatus and the work area are three major hazards that must be routinely checked before and during the lesson. Similarly, the teacher must adopt a position from which all the pupils may be viewed and effectively supervised whilst they are working.
- Use mini-games/activities to ensure all children are active as much as possible during each lesson.
- Wherever possible, those pupils excused physical participation because of temporary incapacity or ill health should be included in the lesson as officials, observers, recorders, helpers or critics as means of developing subject knowledge and understanding e.g. rules; strategies and tactics. This will help them to be better prepared to rejoin the class in future lessons.
- **Not to use PE as a form of punishment. All children are entitled to be taught the subject by law therefore removing such an opportunity from a child or class due to bad behaviour is not acceptable. The school aspires to ensuring that every pupil receives a minimum of two hours structured physical education coverage per week.**
- The teacher is the role model for the children. With that comes two responsibilities:
 - i. Kit. An inappropriately dressed teacher is a bad role model. A teacher must wear appropriate clothing and footwear for the activity:
 - plimsolls, trainers or bare footed.

- Leggings or tracksuit bottoms.
- a polo-shirt or t-shirt
- jumper that cannot get caught on things.

Similarly, teachers are advised to follow the safety requirements as set out within the Government's endorsed, '**Safe Practice in Physical Education**' (**afPE**) that can be found in the staff room for ongoing reference and support with planning.

- ii. Attitude. The teacher is a motivator and must keep the lesson positive. Boosting self-esteem and providing encouragement can make for such a positive difference to a young child.

B. Parents

- Provide a kit so that their child can participate in PE lessons, indoor and outdoor depending on the season.
- Ensure no jewellery is worn on PE day.
- Provide any child with long hair with a **band** to tie it up in.
- In the summer provide their child with a baseball cap, and those with fair skin, apply sun cream before school.
- If your child is unable to participate in PE, a letter should be sent to the class teacher outlining the reason why, **before** the PE lesson is to take place.

C. Pupils

- With increasing maturity, children should take responsibility for having their own kit in school.
- Children are responsible for maintaining their own safety and that of others and following the teacher's instructions.
- Strive to improve their own performance and develop a sporting attitude.
- To evaluate their own performance and that of others and offer constructive feedback.

PE Kit

Clothing is an important aspect of safety in PE. It serves to insulate the body during the warm up phase and may be reduced to maintain a comfortable working state during the main part of a lesson. It should be well suited to its function, neither too loose to flap around or too tight to restrict movement. A change of clothing is important for hygiene reasons and also to ensure the clothing is suited to physical activity.

Kit (for Y1 – Y6)

In order to participate in a PE lesson children **must** be wearing the following:

- ✓ Navy blue t-shirt (with Raglan badge)
 - ✓ Navy blue shorts
 - ✓ Appropriate footwear:
 - Gymnastics & dance – bare feet
 - Indoor activities – plimsolls
 - Outdoor activities – trainers
1. Navy jogging bottoms and a Raglan jumper may be worn in colder weather.
 2. Some cultures require the wearing of certain clothes to conform with religious traditions and beliefs. When this occurs, discuss it with the parents concerned so satisfactory arrangements can be made.

Lesson Structure

All lessons **must** incorporate a warm up:

- Within Key Stage One, by vigorously changing into their kit, the children are loosening up and performing adequate enough stretching activities and stretching need only be touched upon at the start of a lesson. There is still the need for gentle activities to raise the children's heartbeat, warm their muscles and allow blood and oxygen to flow around their muscles.
- At Key Stage Two, both a warm up activity, preferably in the form of a game (see appendix for suggestions), and an all over body stretch are required. Staff are to explain and inform pupils of the benefits of this procedure to the body.

All Key Stages require a cool down:

- Children's heartbeat should be taken down to normal.
- Children should be taken to a calm state. This also helps them calm down and prepare for the next lesson.

- At Key Stage Two, especially Year 5 and 6, try to incorporate some stretching as muscles tighten during exercise and injuries can occur.

NB. This also applies to extra-curricular activities.

Example Lesson Plan:

10-15 mins – Warm up

20 mins – Skills

10 mins – [Small sided] games

5-7 mins – Cool down

N.B: Pupil evaluation and staff assessment is continuous throughout the lesson and should be used to support planning for future learning.

Schemes of work and QCA Units:

The school follows the National Curriculum for Physical Education. To provide consistency across the school, the delivery of the aims of this shall be through the implementation of QCA units of work, supplemented by individual teaching plans as agreed between year groups and the subject leader. In addition, all teachers and contracted coaches have access to the published Val Sabin schemes of work (Dance; Games & Gymnastics) to support within the delivery of learning objectives set by QCA that also provides full coverage of skills and activities whilst also ensuring progression for all pupils.

Apparatus Work

- Every child should be taught the skill of apparatus handling, beginning in the early years of reception and nursery, to ensure there is a progression of apparatus handling throughout the school
- Lessons where apparatus are left out for successive classes are not recommended since they deprive children of learning opportunities and can present dangers to health and safety during the warm up.
- Children must be taught never to begin working on the apparatus until permission to do so is given by the teacher, after checking it before and during the lesson.
- Apparatus should be taken out and put away in silence, and if necessary a lesson should be used to teach these skills.
- A gymnastics lesson should take place in silence with all children sitting off the apparatus in gym sits whilst listening to verbal explanations.

Health and Safety

Within PE lessons, teachers must exercise the same duty of care as would a reasonable parent. In the case of pupils on outdoor and adventurous activities, or at recreational and sports centres, the legal responsibility falls to the accompanying teacher and cannot be delegated to instructors or coaches.

- Pupils must always be supervised when they are engaged in physical activity. Should the teacher be called away or a serious injury occurs, **stop** the lesson, sit the children and send for help from the office. There is an emergency telephone in the gym cupboard, on the middle shelf on your right hand side as you enter.
- Only a fully qualified teacher may teach PE on their own.
- No student or parent should be left to work totally on their own with the class. They must be supervised by a qualified teacher and work under supervision **at all times**. This applies equally to either a curricular or extra-curricular activity.
- A First-Aid kit can be found in the gym cupboard, on the middle shelf on your right as you enter.
- Accident Forms. In the case of any injury, it is a legal requirement of insurance cover to fill in and complete an accident form in the event that anything unfortunate happens.
- If alone in the gym and in need of assistance, please use the phone in the gym cupboard to contact the office to come down and either take the child or supervise while you deal with the situation.
- All pupils must be trained to 'gym sit' immediately if an accident occurs, which is defined as sitting down quickly and safely, hands round bent knees and within absolute silence.
- Accidents that occur away from school premises are subject to exactly the same procedures of recording as those which take place on site.
- **Jewellery should not be worn whilst participating in any form of PE as it is dangerous to all involved in the lesson.**
- Gymnastics mats are not safety mats. When placed around the apparatus, they are to be placed in positions where children can perform on them and not under beams and ladders. Children need to know that they are there for performing on and not falling on to.

Storage of PE equipment

Teachers must always supervise the collection and return of equipment from the PE storage area / cupboard. All equipment should be returned to its allocated place. Teachers should ensure that all equipment is stored safely and easily accessible for other staff members to use on a later occasion.

Dealing With Disruptive Children

If a child is repeatedly misbehaving in the lesson adopt a “Time Out” policy, whereby the child has to sit out for 2-5 minutes to calm down. If that child repeatedly disobeys, s/he should be dealt with in the same way as s/he would be in other lessons. It is only when a child is putting him/herself in danger should s/he be asked to leave the lesson and be sent to your year group partner, or if the poor behaviour is persistent, the Deputy Head.

Other Opportunities for Exercise and Health Education:

Staff are encouraged to use the ‘5-a-day’ provided interactive ICT program in the classrooms, where possible. In compliance with extensive public independent scientific research, such 5 minute bite-size exercise opportunities will prove beneficial to increasing the oxygen levels to the brain and therefore assisting the brain to function better. Further classroom interactive fitness programmes of activity can also be sourced via www.bromleyprimarysports.co.uk through access to the online resource pages.

Presentation and Display

Demonstrations and performances within the lessons are an important part of all PE & Sport lessons. Not only are they an invaluable aid to reinforcing teaching points, but they also assist with the development of pupil confidence and the evaluative skills of the observers.

As the PE curriculum rarely requires written work, there is less opportunity to display children’s work although photographic evidence (with parental permission) can be used to highlight performance and learning outcomes.

Furthermore, best practice dictates that teachers should plan for increased display opportunity by developing cross-curricular links, for example through Literacy (creative activities), Maths and ICT (scoring) Geography (O&A), Science and PSHE (Health & Fitness and Diet & Nutrition). Work could be displayed in practical areas or classrooms or a PE notice board as well as via school website and newsletter.

AOTTs (Adults Other Than Teachers) Involvement

AOTTs are encouraged to help within the school system. Their support can assist the PE curriculum within a multitude of ways:

- Some individuals may have expertise within an activity area and offer to lead/support a class lesson. They should be provided with information regarding the learning

objectives for the lesson. They will be DBS checked and class teachers must always remain present, supervising such sessions.

- Quality-assured AOTTS may lead/support after school sports clubs.
- Members of the community including parents can be asked to help at the school sports days on the basis that they have satisfactorily met all DBS checks in advance.
- The school will keep a register of all known interested parties.

Inset

Both Subject Leader and School Management are responsible for organising access to any PE staff training . Any new important curricular updates as well as introduction or enhancement of new skills and knowledge are shared during these sessions. The school is also a registered member of the Borough CPD support package as presented by Bromley Primary School Sports and Clubs Development Association.

Community Links

The school remains committed to forging productive links with any quality- assured community sports organisation whose working efforts can provide an all important pathway to continuity and progression within a specific physical pursuit. Such links include local Secondary schools via access to their Sport Leader intervention programme, School Games Organisers (the school is a registered member of its inter competition package) as well as a multitude of regional extra-curricular sport providers and community sport clubs.

The school's website provides a list of all current quality-assured PE & Sports related community association links.

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