



CHINLEY PRIMARY SCHOOL

PHYSICAL EDUCATION POLICY

AIMS

This policy reflects our approach to teaching and learning in PE; it provides a basic framework through which all staff can approach PE and gives guidance in areas such as curriculum content, planning and evaluating.

This policy is used in conjunction with the National Curriculum; this identifies which areas of the curriculum are to be covered by which key stage and to what extent.

The National Curriculum states four aims:

- Develop competence to excel in a broad range of physical activities
- Pupils are physically active for sustained periods of time
- Pupils engage in competitive sports and activities
- Pupils lead healthy, active lives.

At Chinley School, we fully acknowledge these aims and extend them further. We have prioritised 4 aims for Physical Education which are:

- Increase participation in sport and healthy activities.
- Encourage pupils to adopt healthy lifestyles.
- Increase pupil participation in competitive sport.
- Provide training for staff so that sport provision is embedded and sustained in our school (CPD)

The Government funded sports premium is used to meet all 4 aims listed above. Spending will be managed effectively to meet these aims and in conjunction with pupils and parents, we will strive to provide opportunities for all; target individual pupils and ensure that as many pupils as possible represent Chinley School in competitive sport. All details of how the Sports Premium is spent are found on the school website www.chinley.derbyshire.sch.uk in the 'Sports Funding' area in 'Information'.

Records of all activities are kept; registers of participation will be analysed and all information reported annually to Governors and then to parents and the wider community on our school website.

CURRICULUM AND SCHOOL ORGANISATION

We follow the Get Set 4 PE scheme of work which offers all children the opportunities to develop their physical fundamental movement skills, as well as achieving whole child objectives through gaining a knowledge of rules, strategies and tactics and building an understanding of healthy participation.

Each lesson plan has progressive activities that are designed to inspire and engage our pupils; they have clear learning objectives with key success criteria, which provides information to help pupils develop their skill level and to consider how successful they have been within a lesson. Teaching points appear throughout to help teachers with their subject knowledge and modelling and to ensure misconceptions are addressed at the earliest point. Differentiation tasks provide activities with simple changes to appropriately challenge/support to ensure all pupils are successful and feel included.

We want to aid our children in obtaining the values and skills to celebrate and respect the success of others as well as modestly celebrating their own successes.



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We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond.

Early Years Foundation Stage

Physical development within the EYFS framework is one of three prime areas for learning. The curriculum is split into gross motor skills and fine motor skills.

Early learning Goals

Gross Motor

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor

- Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Children access a range of daily activities to develop their fine and gross motor skills within the classroom and outdoor area. In addition to this, they also have two weekly PE lessons and follow Get Set 4 PE curriculum.

KEY STAGE 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should engage in competitive and co-operative physical activities, in a range of increasingly challenging situations (National Curriculum 2014).

Pupils are 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, develop simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Activities which pupils may take part in are – tag rugby; athletics; skipping; dance; gymnastics; football; quick sticks hockey; swimming; amongst many other activities.

KEY STAGE 2

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 (National Curriculum 2014).



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Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games and apply basic principles for attacking and defending
- Develop flexibility, strength, technique, control and balance.
- 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 improvements to achieve their personal best.

Activities which pupils may take part in are – tag rugby; athletics; cross country running; climbing; dance; gymnastics; hockey; netball; football; cycling; cricket; rounders; swimming; amongst many others.

SWIMMING AND WATER SAFETY

All pupils must have the opportunity to take part in swimming activities. At Chinley School we have chosen to develop swimming in Year 1 and then again in Year 5. The additional Year 1 swimming sessions are funded by utilizing part of the sports premium funding.

ORGANISATION

PE is taught as a separate subject although wherever possible we try and tie physical activities in with topic or whole school focused work such as in dance. The subject timetable provides each class with two hall sessions as well as an outdoor session of PE each week.

Our aim is for pupils to have at least 2 hours of physical activity weekly.

Staff follow the Get Set 4 PE progression map that has developed to ensure new skills are being taught to pupils each academic year. A copy of which is published on the school website www.chinley.derbyshire.sch.uk in the 'Curriculum' section.

CLOTHING AND EQUIPMENT

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| - Dance and Gymnastics | Shorts or leggings, t-shirt (school house colour), bare feet. |
| - Indoor games | Shorts or leggings, t-shirt (school house colour), bare feet or pumps |
| - Athletics and Outdoor games | Winter: Tracksuit, outdoor trainers/pumps
Summer: Shorts, t-shirt (school house colour), trainers |
| - Swimming | Swimming costume/trunks, swim cap, goggles |
| - Adventurous activities | Suitable outdoor clothing as instructed |

No jewellery is worn for any physical activity. Earrings, which cannot be removed, will be required to be taped with micro pore tape supplied by parent. Long hair is tied up.

Children will not change for PE in school. Pupils will use changing room cubicles to change for swimming. Staff will supervise the changing rooms but will not enter a cubicle where pupils are dressing/undressing unless a pupil requires medical intervention. If this occurs, staff will deal with the situation sensitively and appropriately so not to cause embarrassment.



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Regular checks are made on all equipment including an annual check made by Derbyshire County Council personnel. All staff are responsible for reporting to the subject leader if any items show wear and tear. Any items constituting a danger are taken out of use immediately. All large items of equipment are inspected annually by an independent safety expert (Derbyshire County Council). Pupils are taught how to move and use apparatus safely under the supervision of a teacher, coach or responsible adult. Equipment is stored safely in the PE store. Equipment is returned to the correct place to ensure safety upon entering. Pupils should not enter the PE store unless advised to by an adult. Pupils will not be asked to carry or lift heavy items unless doing so with an adult.

Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc). Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.

Extra-Curricular Activities

These are an important part of a child's education. They enable pupils to develop particular skills and further their interest in one or more sporting activities. It helps to introduce a competitive element to team games and promote cooperation and a sense of good sportsmanship. We canvas parents and children annually to gather information on new activities which they would like to see offered.

Wherever possible we also target individual pupils who are not engaging with extra-curricular physical activities in order to increase participation.

Extra-curriculum activities currently offered include:

- Football; netball; rounders; multi-sports; cycling; bounce; cross-country running; with new sports added all the time.

All clubs are available to boys and girls and are adapted for physically impaired, where possible.

ASSESSMENT

Assessment opportunities detailed on the Get Set platform. Pupil attainment and attitude towards physical education is reported to parents as part of the annual report to parents each July.

Outcomes from the Physical Education Action Plan are reported to parents annually with breakdowns of participation in activities as well as participation in competitive inter and intra-school activities. The report also explains next steps to develop our PE offer to pupils.

EQUAL OPPORTUNITIES

As with all subjects, in Physical Education we aim to ensure full participation for all pupils and cater for their individual needs in order that this happens. Please refer to the Equal Opportunities Policy; SEN Policy and School Improvement Action Plan for PE (all available on the school website).

EVALUATION

Evaluation is carried out to enhance teaching and learning and is the responsibility of the class teacher in conjunction with the PE co-ordinator. The class organisation and timetable of activities is subject to evaluation each year.



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This evaluation focuses on the four key areas from the PE Improvement Plan (copy on website) and considers how to improve levels of participation and engage pupils who are not currently joining in with extra-curricular activities.

The evaluation considers areas of CPD through staff discussion; it is our aim to increase staff skills through quality CPD using a coaching model where staff learn from well-trained coaches. This is supported through the use of Sports Premium funding.

The methods of evaluation will include:

- Assessing pupils' achievements
- Reviewing the PE coverage through school
- Analysing teacher and year group planning
- Staff discussion
- Discussion with pupils and canvassing of parents

Policy Reviewed by Vicki Cawthorn

Agreed by Governing Body – Minute Number