

# Burnt Tree Primary School



## Physical Education Policy

Signed by Chair of Governors	
Date	
Review Date	February 2018

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## Statement of Intent

Burnt Tree Primary believes that a high-quality physical education curriculum inspires our pupils to excel and succeed in physically demanding activities and competitive sports.

We wish to support our pupils' health and fitness and provide them with opportunities to become physically confident. It is our aim to inspire our pupils to be involved in competitive sport and other activities to help build character and embed values such as good sportsmanship and respect.

Aims:

The national curriculum for physical education aims to ensure all pupils:

- Develop competence to excel in various physical activities.
- Are physically active for sustained periods of time.
- Engage in healthy, competitive sports and activities.
- Lead healthy, active lifestyles.

## Guidelines

Burnt Tree Primary School will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum.
  - Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
  - Ensure children have the opportunity to represent Burnt Tree in a competitive sports fixture.
  - Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
  - Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
  - Involve the outside community where possible - e.g. Sports Day - parents, Clubs – Change 4 Life, Inter-school matches – part of Sainsbury's School Games. We co-ordinate our safeguarding policy with all outside agencies.
  - Ensure children wear the Burnt Tree expected P.E. kit. for all lessons. (See below). Also, ensure teachers change into appropriate clothing to teach PE lessons.
  - Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.
  - Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.
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## **1. Attainment targets**

By the end of each key stage, pupils are expected to know, understand, and apply the matters, skills, and processes specified in the appropriate programme of study.

## **2. Subject content**

### **2.1. Key stage 1**

Pupils are to develop fundamental movement skills, become progressively capable and confident, and access various opportunities to extend their agility, balance and coordination, individually and with their peers. Engaging in competitive and co-operative physical activities in a range of increasingly challenging situations is vital to their development.

Pupils should be taught to:

- Master basic movement and apply these in a range of activities including:
  - Running.
  - Jumping.
  - Throwing.
  - Catching.
  - Developing balance, agility, and coordination.
- Participate in team games and develop simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

### **2.2. Key stage 2**

Pupils should continue to apply and develop various skills, learning how to use them differently, and make actions and sequences out of movement.

Pupils should enjoy communicating, collaborating and competing with others, and develop an understanding of how to recognise, evaluate, and improve their techniques.

Pupils should be taught to:

- Run, jump, throw and catch in isolation and together.
- Play competitive games, modified where appropriate, and apply basic principles to attack and defend.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using various movements.
- Take part in outdoor and adventurous activities, both individually and as a team.
- Compare their individual performances with previous ones to demonstrate improvement so they can achieve to the best of their ability.

## **Swimming and water safety**

All schools must provide swimming instruction in key stage 1 or 2.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.

### **3. Points to Consider when teaching PE**

- Insist on correct and safe PE kit
- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs, depending on the activity.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best- work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Count equipment in and out but use pupils, where possible, to help.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.
- Encourage partner work and cooperation by using 'talking partners' in a lesson.

### **4. Health and Safety**

#### **PE KIT**

Children are not permitted to wear any jewellery when taking part in PE lessons. They must be able to remove any jewellery by themselves e.g. earrings. If a child cannot do this, they will not be permitted to participate in PE lessons.

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

Games and Athletics: black shorts or leggings, a white t-shirt and black pumps for indoor lessons in the hall (track-suit bottoms, sweatshirts and trainers should only be necessary in the playground/field on a cold day).

Dance and Gymnastics: as for Games but bare feet.

Swimming: an appropriate swimming costume, children are NOT allowed to swim in underwear. Some pools insist on trunks rather than shorts.

Outdoor Activities: Generally as Games, but otherwise clothing appropriate to the activity.

## **General Points**

- Teachers should also wear appropriate clothing.
- Jewellery (except stud earrings) must be removed. Teachers will not take responsibility for looking after jewellery.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through illness or injury should stay at school with another class.
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

## **Children without kit**

At the beginning of each term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. Children will be given a spare school PE kit for that lesson and parents will be notified by a letter that their child needs the correct kit. If it is an ongoing problem an informal conversation with the parents would be appropriate.

## **Accidents**

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to a first aider who will treat the injury. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office.

## **Medical Conditions**

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

## **OTHER ISSUES**

Swimming sessions have been risk assessed. Staff who go swimming have access to this and it is taken to all swimming sessions. The school premises used for PE will be risk assessed by the teacher before the lesson takes place to check it is safe.

## **Equipment and Resources**

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught how to carry equipment correctly.

## **5. Inclusion**

Inclusion in Physical Education means that all children have access to and are given confidence in the different areas of PE, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

## **6. Recording and Assessment**

The Curriculum Assessment Booklet will serve as a record of the broad topics covered (units of work) in each activity area for teachers to refer to. Teachers should make notes of significant achievement against the learning objectives for each PE unit. During swimming lessons, distances achieved and National Swim Awards passed should be noted and swimming certificates/braids will then be presented in assembly. During each PE lesson the teacher will record children's progress towards the learning objective and any other notes they feel necessary.