

St Margaret's CE Primary School
Physical Education Policy

Rationale

St Margaret's believes that Physical Education is essential to the development of the whole child, academic, social, emotional, spiritual, and physical. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self esteem.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

National Curriculum 2014

Aims

The order for Physical Education in the National Curriculum provides a basis for us to deliver a broad, balanced, and differentiated physical education programme which helps us to fulfil our aims which are;

1. To promote physical activity, physical development and a healthy lifestyle including fitness, stamina strength and flexibility.
2. To develop social co-operation and positive attitudes to compete with a sense of fair play.
3. To promote and develop safe practice in physical activities.
4. To provide equal opportunities for all children regardless of race, gender, background or ability and to provide a PE programme for children with special needs.
5. To develop confidence and self esteem through acquisition of physical competence.
6. To develop an empathy of the capabilities and limitations of others.
7. To develop the ability to appreciate the aesthetic qualities of movement, and express ideas and feelings in movement terms.
8. To develop problem solving and inventiveness.
9. To develop enjoyment of physical activity.
10. To provide opportunities for all children to reach their full potential.

Outcomes from: DfES – High quality PE and sport for young people.

Young people who:-

1. Are committed to PE and sport and make them part of their lives in and out of school
2. Know and understand what they are trying to achieve and how to go about doing it
3. Understand that PE and sport are an important part of a healthy, active lifestyle
4. Have confidence to get involved in PE and sport
5. Have the skills and control they need to take part in PE and sport
6. Willing to take part in a range of activities both as individuals and part of a team
7. Think about what they are doing and make appropriate decisions for themselves
8. Show a desire to improve and achieve in relation to their own abilities
9. Have the stamina, suppleness and strength to keep going
10. Enjoy PE, school and community sport

Allocation of time for PE per week

Reception classes 3 sessions per week.

Infant classes have 2 hours per week which include 2 activity areas

Juniors have 2 hours per week which include 2 activity areas.

Yr 1 children swim in the Spring and Summer Term and in the Autumn Term when they move into Yr 2.

Non Participants

PE is a very important part of children's development and everyone takes part in the lesson unless excused with a note or medical condition. If children are excused they should watch the lesson to keep up with the progress of the class, and given tasks that involve them in coaching and evaluating performance.

HEALTH AND SAFETY IN PHYSICAL EDUCATION

1. Children should wear suitable clothing for PE. Well fitting shorts and T shirt for indoor wear. Barefoot work is encouraged as this allows for full extension and flexion of muscles and tendons, and fosters aesthetic and expressive movement. Children with verruca's are encouraged to wear bare feet as these are not spread on dry floors. Warm clothing, track suits and sweatshirts are encouraged for outdoors. Footwear should have a grip suitable for the surface being used. A trainer type with sufficient grip should be sufficient. Staff should wear suitable footwear and clothing, which allow freedom of movement and are suitable for the environment.

2. All jewellery must be removed for PE. Pierced earrings if not removable should be taped, by the children themselves and provided from home. If tape has not been provided masking tape can be used.
3. Long hair should be tied back.
4. Children should work in a safe and suitable environment. This means:-
 - (a) The removal of unnecessary furniture from the working space
 - (b) A clean dry splinter free floor so that bare-foot work can safely take place.
 - (c) A safe outdoor surface for playing games. No loose stones or gravel or badly uneven surfaces.
5. Suitable and safe organisation of apparatus will mean:-
 - (a) Easily accessible gymnastic apparatus spread around the hall to allow safe and efficient handling, and not blocking fire exit doors.
 - (b) Following the whole school policy for lifting and carrying the apparatus. Refer to safety in gymnastics.
 - (c) Games apparatus and equipment stored safely in suitable containers.
6. Risk assessment:-
 - (a) Regular checks and risk assessments should be made by teachers.
 - (b) Annual safety repairs are carried out on gymnastics equipment.
 - (c) If a potential hazard is identified it should be immediately taken out of use and the co-ordinator informs.
7. Procedure for dealing with accidents:-
 - (a) Children should be sent to the office with another child where there is a member of staff and with first-aid qualifications.
 - (b) Accidents are recorded.

Organisation and Safe Handling of Apparatus in Gymnastics

It is each teacher's responsibility to ensure the hall is clear of any obstructions, and the floor is checked.

When lessons are in progress no one should walk through the hall.

Large pieces of apparatus are placed around the hall to avoid congestion and increase safety when handling and manoeuvring the equipment. Please check with photographs around the room and ensure equipment is in the correct place before and after each session.

Apparatus handling Policy:

1. Never touch the apparatus unless instructed to do so.
2. Carry apparatus never drag it along the floor.
3. When lifting children should know:

- a) How many children should be holding it.
- b) Where they have to grip the apparatus
- c) To have knees bent, straight back and head up ready to lift.
- d) Only lift when everyone is ready.

Benches and movement tables

All children to be taught the buddy system of lifting.

The teacher should use as many children as necessary to lift a bench but it is essential it is lifted like this:-

- (a) Children are placed along the sides of the bench and not at the ends as this will mean a child will have to walk backwards.
- (b) They all prepare, bend knees, straight back, heads up, hold the bench firmly with thumbs on top and all fingers underneath.
- (c) Children say 1,2,3 lift so they all lift at the same time.
- (d) The bench is pointed in the direction in which it is to travel, so no child walks backwards.
- (e) When it has been carried to its appointed place, children say 1,2,3, down, and then sit on the **floor** away from the apparatus.

In the Infants: There should be 6-8 children to a piece of equipment.

In the Juniors: There should be 4 children to a piece of equipment.

Mats

Should be carried by the long sides and not at the corners as this causes sagging and damage. Infants should have 4 children to a mat and juniors 2, depending on the size of the mat. All walk forwards when carrying.

Children should enter store from corridor and exit into hall from store when getting out mats and reverse this procedure when putting mats away.

Surfaces should be free of holes or tears.

N.B. our mats should be carried and stored upside down as per manufacturer's instructions.

Planks beams and ladder

These should be lifted down before the lesson or by the teacher with children sat well away. 2-4 children then to move, with children walking forwards.

A frames

2-4 children with children walking forwards.

Climbing frame

Teacher must make sure they are fully confident and show children how to get it out and secure it.

All teachers must ensure that the:-

- cables and bolts have good tension
- benches and planks etc are hooked on safely to other pieces of equipment
- apparatus is suitably and safely spaced
- apparatus is appropriate for the task set, ability and age of class

Although the ultimate responsibility of the arrangement and spacing of the apparatus is the teacher's, children should, from reception upwards, make decisions on the placing of equipment to increase their awareness of safety and space.

Only apparatus that has been officially provided and approved should be used.

Insecure or broken equipment should not be used and any concerns regarding equipment should be reported to the Headteacher or subject manager.

Children should not be asked to jump from a height that is higher than themselves.

No-one should get onto apparatus until told.

Apart from benches there should only be 1 person at a time on high boxes and movement tables and no helping touching or pushing should occur when children are working on the apparatus.

There should be a clear signal of "**and stop**" At this instruction the children should be trained to descend safely without jumping and sit on the floor away from the apparatus, including mats.

Apparatus, including mats should never be carried over the heads of children.

The teacher should ensure they can see the whole class at all times, even when assisting a child.

PLANNING THE PHYSICAL EDUCATION PROGRAMME

Long term planning ensures coverage of the PE curriculum suitable for each year group and development of each class has been identified. These have been planned to show progression and development from previous years and throughout the present year.

There are schemes of work available provided by co-ordinator, S.S.C.O and purchased resources, such as Val Sabin Schemes, to assist teachers in their

delivery of their teaching and learning objectives. Val Sabin Schemes of work in both KS1 and KS2 provide progression and continuity throughout the school.

We also make use of specialist coaches and use their expertise in their area to enhance teaching and learning.

DIFFERENTIATION AND SPECIAL NEEDS

Differentiation is planned for in different ways including; grouping children appropriately, by task, and by adapting equipment and space, adapting activities to challenge the more able by extending the specific task and the less able by breaking down the task into simple progressive stages. Some tasks will be open ended and therefore differentiated by outcome.

For children who need more individual and specialised provision, Teaching Assistants and Special Needs Teaching Assistants are used to aid and support achievement.

Whatever the task set, the teacher should always be alert to the need for differentiation and be prepared to deliver an appropriate challenge to his/her children. Meeting these needs is the major responsibility of all teachers and, with planning, can easily be achieved in teaching.

ASSESSMENT IN PHYSICAL EDUCATION

The main method of gathering and assessing achievement in PE is made through a continuous process of teacher observation. Evaluations of lessons should be noted to inform planning. At the end of each unit of study assessments are made on the ability of children to plan, perform and evaluate their work, and on their understanding of health and fitness.

SUBJECT CONTENT

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 coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be 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, developing simple tactics for attacking and defending

- perform dances using simple movement patterns.

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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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 improvement to achieve their personal best.

National Curriculum 2014

Gymnastics

The Lesson Framework

Warm-Up

Lively, and enjoyable preparing the body and mind for what is to come. Could be linked to floor work, using music or routines to reinforce previous work. Aim to get all children to the point of puff! Use to reinforce health and fitness strand.

Floorwork

Here the main theme of the lesson is developed and experienced by the children through structured movement tasks. During this time children need opportunities to experiment, select, practice link movements, describe evaluate and improve.

Apparatus

The theme work developed on the floor is now applied to the apparatus. This is the climax of the lesson and **at least half** of the available time should be devoted to it.

Concluding Activity

A gathering time, a calming activity before returning to the classroom.

Occasionally it may be appropriate for a complete lesson to be floor work because children are interested in their work and developing it, and then the following lesson is spent entirely on apparatus, to give greater time to compose sequences on the apparatus.

Supply and Trainee Teachers

It is important that student teachers are given access to the gymnastics document and safety considerations before they begin to teaching a gymnastic lesson and they should be supervised at all times by the class teacher. Lesson plans should be checked to ensure the suitability of tasks to the needs and abilities of the children.

Supply teachers should only take gymnastics lessons if they feel confident, and should consult with the deputy head teacher beforehand.

GAMES:

PURPOSEFUL AND ACTIVE LESSONS

Right from an early age teachers should provide structured learning situations and creative opportunities suitable for the age and abilities of their classes. Any success that young people may have in games has its beginnings here. Individual explanation and practise should be encouraged with lessons designed to give maximum activity. Children should be presented with learning situations which allow them to use a wide variety of small apparatus and to develop their co-ordination skills.

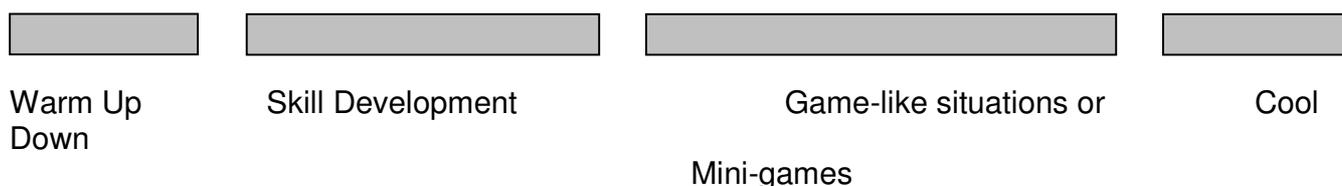
As the children progress, the emphasis gradually begins to move towards co-operative activities with a partner through throwing, kicking and hitting activities. Familiarisation with equipment, developing skilful performance with infants and early partner-work emphasises strategies which inspire children to compete with themselves.

A STRUCTURE LESSON

THE BASIC FRAMEWORK OF A GAMES LESSON

The framework of games lesson should be based broadly along the following lines:-

- a) An introduction activity or warm-up period
- b) Development of learning strands and practice
- c) Game-like situations or mini-games [applying or using the skills developed in (b)]
- d) Calming-down activity (this could be as simple as walking quietly back to the classroom)



The basic framework is a model from which to work but obviously the needs of the children and the personality and approach of the teacher will sometimes produce a different framework – it is important to be flexible but warm up and cool-down should always be included.

INCLUSION

All children at St Margaret's despite disability and mobility, are to be included within any games lessons and are to be given differentiated activities and support where necessary. Advice from PE co-ordinator specialist sports college needs to be sought.