

# **Stanford Junior & Infant School**



## **Policy for Physical Education**

**PE**

**2017 - 2020**

## **Introduction**

At Stanford Junior & Infant School we aim to use sport as a means to build character, embed values of fairness and respect, and give all children the opportunities they need to be fit and healthy.

We believe that physical education, experienced in a safe and supportive environment is a unique and vital contributor to a pupil's physical development and well-being, as well as the role it can play in a child's spiritual, moral and cultural development.

This policy outlines the purpose, nature and management of physical education taught and learned in our school. As a school we aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide, stimulating, enjoyable and challenging learning experiences for all pupils. Through selection of suitably scaffolded and logically developed tasks, it is intended that all pupils, irrespective of their innate ability, will enjoy success and be further motivated to develop their individual potential.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport. Through the Government Funding for sport, where possible, the school will provide opportunities for pupils to work with PE specialists in and out of school hours and to access free or subsidised sport provision.

We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness.

## **Aims of the Subject**

### **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 of 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.
- 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.

## Curriculum

Overview -

The National Curriculum (2014) contains specific programmes of study, which outline three areas of activity that the children should be involved in throughout Key Stage 1. These areas are:

- Games ( Multi skills)
- Gymnastic activities
- Dance
- Athletics/fitness

In Key Stage 2 there are six areas, which are:

- Dance (Creative / Country)
- Gymnastic activities
- Games ( Invasion; Striking and Fielding; Net)
- Athletic activities
- Swimming
- Outdoor adventurous activities
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PE Medium Term Plan -

Term	Foundation Stage	KS1	LKS2	UKS2
Aut. 1	Gym/dance	Gym/dance	Gym/dance	Gym/dance
Aut. 2	Multi-skills – throwing and catching	Multi-skills- dribbling, kicking and hitting	Swimming (Y4) / Basket\Net\Bench - ball	Basket\Net\Bench - ball
Spr. 1	Dance/OAA	Gym/dance	Football/Netball	Football/Hockey
Spr. 2	Multi-skills – bat and ball skills – aiming and striking	Multi-skills- throwing, catching, aiming and striking games	OAA/Multi Skills/Hockey	OAA/Multi Skills/Tag Rugby
Sum. 1	Athletics/fitness	Athletics/fitness	Athletics/Fitness	Athletics/Fitness
Sum. 2	Multi-skills – group games	Multi-skills – group games	Striking and Fielding Games (Rounders/Cricket)	Rounders/Cricket/Tennis

(During KS2 all children will have a course of swimming lessons)

Content & Rationale –

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum (2014).

Children will be taught in their normal class groups and every attempt will be made to fully integrate children with special needs into participating on equal terms with other children. In some circumstances use of classroom assistants will be planned for and 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.

## EYFS

PE - Relevant Early Learning Goal Assessment Criteria - EYFS	
Moving & handling ELG	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
Health & Self-care ELG	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently
Self-confidence, Self-awareness ELG	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

In the Early Years Foundation Stage (EYFS), opportunities are provide for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week.

## KS1

Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week.

PE - Assessment Criteria - KS1 Y1 & 2	
General PE	Master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities.
General PE	Developing balance, agility and co-ordination, and begin to apply these in a range of activities.
General PE	Participate in team games, developing simple tactics for attacking and defending.
General PE	Perform dances using simple movement patterns.

In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities.

## KS2

PE - Assessment Criteria - KS2 Y3,4,5,6	
Swimming	Swim competently, confidently and proficiently over a distance of at least 25 metres.
Swimming	Use a range of strokes effectively.
Swimming	Perform safe self-rescue in different water-based situations.
General PE	Use running, jumping, throwing and catching in isolation and in combination.
General PE	Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
General PE	Develop flexibility, strength, technique, control and balance.
General PE	Perform dances using a range of movement patterns.
General PE	Take part in outdoor and adventurous activity challenges both individually and within a team.
General PE	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities.

### Content & Outcomes

At Key Stage 1 the impact of physical activity on language and numeracy development is apparent - teaching children to respond to commands, numbers, colours and where they are learning specific language related to the activities. The Multi Skills scheme of work encourages a range of basic games skills. These can then be applied to specific sports in KS2.

In Key Stage 2 the language and terminology associated with areas of activity should be given a high profile in the children's planning and evaluating of their own or others' performance. The Children will study specific sports building upon the skill taught in KS1. (football, netball, basketball, hockey, rugby, multi skills, rounders and cricket).

A multi-activity approach will be the basis for the teaching of gymnastics – the lesson format should commence with a warm up related to the theme of the lesson followed by floor work and then apparatus work (not necessarily in a single lesson) concluding with a cool down. The apparatus work should provide the children the opportunity to transfer their floor work skills to a different level to include climbing, swinging, crawling etc.

There will be a skill-based emphasis as a basis for the teaching of Games. The children will commence their skill development by working in different situations, such as individually, with partners and with small groups. Skill development is progressive and based upon the activities being differentiated to maintain the challenge. Progression in the curriculum planning will be addressed through the scheme of work for each area of activity.

The preferences, strengths and needs of every pupil will be catered for through a range of individual, paired and group activities, co-operative, collaborative and competitive situations. Having competition in PE lessons is both a suitable and encouraged element of curriculum delivery.

Where practicable children should be involved in:

- planning
- performing
- evaluating
- working co-operatively with others
- understanding the effects of exercise and fitness on the body
- appreciating the need for safe practice

The ideals associated with fair play and good sporting behaviour will be encouraged at all times.

All teachers will be responsible for the short term planning and teaching of physical education.

### **Swimming**

At Stanford Junior & Infant School children learn swimming in Years 3 or 4 with qualified swimming coaches and school staff.

Appropriate swimwear should be worn which constitutes either a one piece costume for girls or trunks / above-knee length shorts for boys.

### **Inclusion**

The school takes great pride in ensuring that all pupils can access PE, adjusting lesson activities for as appropriate. Some children with particular needs may require different activities, for example with a particular focus on fine motor skills if hand to eye coordination is a challenge. However, pupils should be included as much as possible and doing the same sport / activity alongside their peers.

Simple differentiation should follow the STEP principle:

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats, etc

P = change the people, e.g. size of the groups

See 'Content & Rationale' Section on p4 for additional guidance.

## **Staff Planning & Development**

Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class. A range of resources are used to support progression across the curriculum and a number of schemes and plans are available within school for staff to choose from. The PE Co-ordinator will support in planning where requested.

All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. 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, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses must provide feedback/disseminate the information.

Due care and attention is taken when organising the timetable so that the most efficient use of facility and pupil time is taken into consideration, e.g. consecutive gym lessons when using equipment.

## **Kit, Equipment & Safety**

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

All children must change into PE kit. All children will be barefoot in gymnastics and dance, unless they have a condition which requires footwear, in which case they will wear plimsolls.

Training shoes/ track suits are suitable for activities outside. No jewellery is to be worn for physical education, including earrings which must be removed.

- Children should dress in plain black shorts and white t-shirts for indoor PE and outdoor PE in temperate weather.
- Children may wear tracksuit bottoms and sweatshirts / hoodies for outdoor PE.
- Children will work in bare feet for all indoor and apparatus work.
- Plimsolls or trainers are worn for outdoor games (plimsolls are not always the most suitable footwear for certain activities e.g. football).
- Jewellery is not to be worn. Earrings must be removed. Watches should be removed also.
- 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 and are inducted following the school's guidelines. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs.

Changing and Supervision -

There is little legal / or DfE guidance on the subject of changing for PE, but a DfE statement said there are no specific requirements relating to the supervision of pupils in changing rooms:

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"It is up to schools to decide how changing rooms are supervised and if, for example, members of staff should remain in the changing facilities whilst pupils change. Schools should seek to strike a balance between providing adequate supervision and respecting pupils' individual privacy."

The Key website (2017) suggests that good practice be that "any judgement of whether a member of staff should stay in the changing room should be based on the age and developmental needs of the pupils. Schools should not assume that staff need to remain in the room to maintain good behaviour. It may be sufficient to have a member of staff nearby. Level 2 TAs are allowed to supervise PE changing should it be required.

Children in Year 5 and 6 are not expected to change together. A member of staff of the opposite gender should not be present when Y5 & 6 children are changing.

### **Out-of-School-hours Learning (OSHL)**

Our extra-curricular programme compliments and supplements the range of activities covered in curriculum time. The programme of afterschool sports clubs reflects the breadth and balance across the NC areas of activity, including dance, games and athletics.

We follow a range of inter-school fixtures, tournaments and festivals within our annual sporting programme, accessing as much as both time and budget allow.

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, taking account of pupil voice in selecting the sport and the providers.

### **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.

### **Records and Assessment**

Children's achievement will be recorded using the School Pupil Tracker Online (SPTO). SPTO contains a map for EYFS, KS1 and KS2. SPTO is used to record and monitor pupil progress and ensure that children achieve age related expectations. This will be updated once a term, 3 times per year.

## **School Sports Partnership (SSP)**

Stanford Junior & Infant School accesses curricular support, competitive opportunities for our pupils and training for staff via the North East Lincs School Sports Partnership. This is done on an ad-hoc basis. As a school, we aspire to the 7 High Quality National Outcomes which guide the work of all SSP's.

These are:

- Increased participation in High Quality Physical Education.
- Increased Participation in High Quality Out of School Hours Learning.
- Increased Participation in High Quality Informal Activity.
- Increased attainment and achievement through PE and Sport.
- Improved behaviour and attitude in PE, Sport and whole school.
- Increased participation in competitive and performance opportunities.
- Increased involvement in community sport and improved quality of community life.

## **Summary**

At Stanford Junior & Infant School 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.

## **PREVENT DUTY STATEMENT**

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism. Stanford Junior and Infant School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability. As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy and endeavour to uphold its principles through the teaching of Computing.

## **FGM / FEMALE CIRCUMCISION & CUTTING**

It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Female genital mutilation (FGM) is a growing cause of concern in schools.

FGM is child abuse and a form of violence against women and girls, and therefore it is dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the  
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procedure – Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years.

Any female child born to a woman or has a sister who has been subjected to FGM will be considered to be at risk, as much as other female children in the extended family. Any information or concern that a child is at risk of FGM will result in a child protection referral to Multi Agency Support Hub.

### **EVALUATION AND REVIEW**

There is a regular review of this policy, which will reflect the continual monitoring of Computing throughout the school and which will take into account the recent developments in IT systems, software and educational policy.

Policy written:                    September 2017

Date of next review:        May 2020