



# PHYSICAL EDUCATION POLICY

## Rationale

Richard Cobden pupils, through Physical Education (PE), will develop agility, co-ordination and an awareness of the importance of physical activity to maintain fitness, health and well-being. They will develop physical and social skills by participating in PE lessons, extra-curricular clubs and competitions, thereby enhancing their achievements, personal development and enjoyment of school. Pupils will be encouraged to enjoy a wide range of games, competitive sport and exercise at school as part of an active, healthy lifestyle.

Each class will have a minimum of two Physical Education lessons per week:

### **Early Years and Foundation Stage:**

PE lessons will be taught by the pupils' class teacher. Pupils in Nursery and Reception will learn and develop fundamental movement skills (stability, locomotion, manipulation) through the following strands: Functional Movement, Aesthetic Movement, Manipulative skills and Movement Concepts. One unit from each strand will be taught every term. The units combine Games, Dance and Gymnastics.

### **Key Stage 1:**

One lesson per week will be taught by the class teacher, with the second lesson taught by a specialist PE teacher. Pupils will develop the fundamental movement skills through the strands listed above. One unit for each strand will be taught each term. Pupils will be taught to:

- Master basic movements including running, jumping, skipping, hopping, stepping, throwing and catching, as well as developing balance, agility, accuracy and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Explore simple movement patterns and begin to plan and perform short sequences.

### **Key stage 2**

In **Years 3 and 4** pupils will be taught four PE units each term: Two swimming (classes taken to swimming lessons by their class teacher) and two covering Games, Athletics, Gymnastics or Dance (all taken by specialist PE teacher).

Pupils will continue to apply and develop a broader range of skills, learning to use them in different ways. Skills in simple team games (e.g. Benchball), will be developed in order to take part in more advanced competitive games in years 5 and 6 (e.g. Netball) and to help promote and develop children's involvement in extra-curricular activities and inter-school league competitions.

In **Years 5 and 6** pupils will be taught four units each term. These will cover Games, Athletics, Gymnastics or Dance. All units will be taken by the PE Teacher. PE units in Years 5 and 6 are more sport specific (e.g. rounders, cricket) with a greater emphasis on competitive sports. In Key Stage 2 pupils will be taught to:

- Use running, jumping, skipping, hopping, stepping, 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 (e.g. through athletics and gymnastics)
- Perform dances with some control and fluency of movements, exploring different themes.
- Develop problem solving skills by taking 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.

### **Swimming and water safety**

At Richard Cobden all pupils in Year 3 and Year 4 will swim once a week.

They will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively (for example, front crawl, backstroke and breast stroke)
- Perform safe self-rescue in different water-base situations

## **Aims**

1. To promote enjoyment of exercise, competitive and non-competitive sports.
2. To promote a healthy and fulfilled lifestyle by developing a self-motivated impulse to take part in physical recreation outside of school:
  - a) by developing a positive attitude and interest in a wide range of physical activities
  - b) by raising awareness of issues regarding Health Related Fitness.
3. To contribute to the physical development and physical literacy of each child: size, strength, fitness, speed; gross and fine motor skills, self-confidence, critical thinking skills and ability to communicate ideas.
4. To contribute to the intellectual development of each child's:
  - a) aesthetic appreciation and understanding of Dance and Gymnastics
  - b) knowledge of specific areas of PE (e.g. the rules of different games)
  - c) ability to analyse and compare performances to identify how they can improve.
5. To help establish the individual child's self-esteem and confidence. To develop social skills (co-operating in groups, playing fairly by the rules, mixing with children from other schools)

## Guidelines

### Richard Cobden School will:

- Follow a broad and balanced PE programme fulfilling the demands of the National Curriculum.
- All staff involved in PE lessons should remain observant to ensure that health and safety is maintained at all times.
- Ensure every child in KS2 will have the opportunity to participate in extra-curricular clubs and/or represent Richard Cobden in competitive fixtures against other schools.
- Aim to develop the fitness of each individual child by ensuring the right pace in lessons and encouraging participation in physical activity as part of a healthy lifestyle.
- Integrate, wherever possible, PE into other curricular areas (eg. use of athletic data in ICT, measuring time/height/distances in Maths)
- Develop a curriculum that is inclusive of all children's needs, providing equal opportunities for all to access the curriculum.
- Maximise opportunities to involve the community – e.g. sports days, clubs, inter-school competitions, outside coaching personnel and resources.
- Ensure children wear a designated kit for all PE lessons. Insist on school PE kit: T-shirt and shorts or tracksuit bottoms. No tights to be worn. No watches or jewellery allowed. Long hair should be tied back. Trainers (with a good grip) to be worn for outside activities. For some indoor lessons (e.g. gymnastics) pupils will take part with bare feet (no socks should be worn in this case). Records should be kept of those children who repeatedly (more than once) do not bring their PE kit to school and these should be reported to the Senior Leadership Team so that action can be taken to remedy this situation.
- Adapt and differentiate teaching and support the learning of children with disabilities and medical conditions in order to enable them to participate to their full potential.
- Provide enjoyable experiences to promote the positive values and ethos of sport; trust, team work, sensitivity, co-operation, fair play, competition, tolerance and resilience.
- During PE lessons all staff should take an active role in ensuring the continued development and promotion of skills and progress for all learners through questioning, demonstrations and targeted support of all learners.

## Physical Education Lessons

### Time Allocation

Each class is timetabled two sessions in which they have access priority over hall or playground. Teachers may choose to do PE work beyond the two hours but should ensure the hall or playground is not in use by another class when doing this.

### Units of Work

The class teacher/PE teacher should identify the curriculum map for the 5–8 week unit of work their class will be following. Staff should identify key learning objectives from each lesson.

## **Individual Lessons**

The agreed PE units of work should be used to plan individual lessons. These units reference relevant resources that can support the teaching outlined in the unit. All resources should be adapted and differentiated to suit the individual needs of the learners.

## **Accidents**

For minor injuries (bruises and bumps) children should be checked by a First Aider who will assess whether they need to be removed from the lesson or can continue. Where continued involvement in practical activities is not appropriate, learners should be encouraged to adopt a non-practical role (e.g. Score keeper, peer-assessor, Time-keeper or coach). For small cuts or other injuries it may be necessary for the class TA (or PE TA) to take the pupil to the school's medical room.

If a serious accident/incident occurs (head injury, serious cuts or suspected fractures) the teacher should stay with the child until a first aider is in attendance. The first aider will take over care of the pupil, request an ambulance is called if needed and ensure that a member of the leadership team is alerted. After the pupil has been cared for the first aider must complete an accident/incident report form. The accident/incident must also be reported to the School Business Manager who will report it to the appropriate authorities.

## **Medical Conditions or Disability**

It is the responsibility of the teacher to take note of any medical conditions or disability of any individual child in their class (e.g. asthma, diabetes, epilepsy or conditions affecting mobility, physical co-ordination or hearing impairment) enabling them to participate safely and as fully as possible.

It should be noted that cold, dry weather exacerbates breathing problems for asthmatics. They must have their inhalers. The class's asthma box **must** be brought to all PE lessons.

Pupils with medical conditions who are going out on school sports trips must bring any required medication with them (e.g. asthma pump).

# **Equipment and Resources**

## **Safety**

Small equipment is checked by the subject leader regularly. Defective equipment must be taken out of use and reported immediately to the PE co-ordinator. Children should be taught safe handling of PE equipment and, to ensure consistency throughout the school, they should be taught to use the established Richard Cobden method of carrying gymnastic apparatus.

The premises are risk assessed by the site manager. All playgrounds and halls (including apparatus) are safety checked annually by a specialist company.

## **Locating Equipment**

### **KS1**

Gymnastic equipment for EYFS and KS1 classes is kept in the Lower Hall. Core Games equipment is kept in the PE cupboard on the sports pitch (the key is available from the staff room). KS1 staff may use KS2 equipment.

## **KS2**

Gymnastic apparatus and equipment for KS2 classes is kept in the Upper Hall. Other equipment for KS2 classes is kept in the PE store on the sports pitch and in the cupboard in the Upper Hall.

### **Ordering Equipment**

Any new equipment required will be ordered through the PE co-ordinator.

### **Other Resources**

Teaching resources and other PE related literature is kept in the Staff Work Room.

## **Inclusion**

Our Physical Education curriculum and provision is one that will ensure the inclusion of all students whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation. We aim to create an environment in which children learn to respect and value one another, and are aware of interests and needs of others. This is achieved by employing these strategies:

- Mixing gender and ability groups
- Structuring activities to fully involve everyone
- Giving all children the opportunity to share work.
- Considering the needs of children with physical or learning difficulties; taking steps (enlisting assistance, adapting equipment or differentiating tasks) to ensure equal access to the curriculum
- Establishing ways to support EAL children through the inclusion of literacy within lessons, the use of visual resources (including the use of ICT) and clear demonstrations and vocabulary reinforcement.
- Be aware of and avoid the dangers of stereotyping.
- Ensuring more able pupils are further challenged by providing targeted challenge through instruction and expectation, channelling them into extra-curricular involvement and where necessary referring them to the subject leader and Gifted and Talented co-ordinator.

### **Extra-Curricular Sports**

Regular after school clubs will take place throughout the school year. These include training for school teams (e.g., football, basketball) and 'fun' clubs for pupils of all abilities.

The school will take part in regular borough wide competitions. These include: Football, Basketball, Netball, Cricket, Athletics, Hockey, Cross Country, Rugby, Tennis, Benchball and Swimming.

The clubs will generally be run by the school PE teacher or PE teaching assistant. However, other members of staff or qualified coaches from outside agencies may also run some clubs.

No pupil is allowed to attend an extra-curricular club or competition without the completion of a parental consent form.

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