

PE Policy

Introduction

Wickhambreaux Primary School we are committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects our schools vision and British values in relation to the teaching and learning of PE. It has been developed through a process of consultation with school staff and governors.

Whole School Vision – Enjoy, Involve, Inspire

- Wickhambreaux primary aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community.
- We aim to foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.
- We aim to promote our Christian values through sports and positively encourage children to share, respect, support, trust and work together as a school community.

Curriculum Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select and apply skills, tactics and compositional ideas using a variety of sporting activities.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others and respect each other.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

Curriculum Planning and Organisation

- Each class is timetabled so that they can access P.E at least twice a week regularly within curriculum time.
- The playground areas and village field are used to facilitate activities such as outdoor activities and games.
- Outside agencies and teaching staff work together to ensure high quality lessons for the children to develop their skills.
- Swimming lessons are provided by qualified teachers by Kingsmead Leisure Centre.
- Coaches from local sport clubs (e.g. Tennis/ Dance) regularly provide additional opportunities for extending the PE curriculum.
- After school sessions include a sports club run every evening for children from 3.15 – 4.30p.m the clubs are facilitated by qualified coaches and teachers who are coaches in their field.
- Lunch time clubs provided focussed activities children helping to establish healthy lifestyles. Key stage 2 children form a Sports Crew which facilitate games, tournaments and activities for all children to participate in throughout the year.
- Through the use of the CASP children are given opportunities to participate in a range of competitions and tournaments against other schools.
- The school has strong links with the local sporting clubs who specialise in sports coaching. We provide opportunities for young coaches to work with our children.

- We offer a sports week at the end of term 5 in which children are given the opportunity to participate in new and exciting sports. Sports Crew help to organise taster sessions and we visit local clubs where possible.
- The children are divided into 4 houses which have links to our local community as they are named after our local churches. Sports Leaders support the younger children in participating in a Sports Day. The children undertake a variety of activities and work as a team throughout the afternoon. Parents are invited to spectate and participate in this.

Furthermore, Wickhambreaux provides opportunities for children to access a wider range of sporting activities utilising our local connections and knowledge to signpost and support children in developing their passion for sport.

Early Years Foundation Stage

Physical development within the EYFS framework is one of three prime areas for learning. The two related early learning goals are:

Expected

- Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Exceeding

- Moving and handling – Children can confidently hop and skip in time to music.
- Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

Key Stage 1 & 2

- Lessons are blocked in units to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively.
- Currently swimming lessons take place weekly for Year 1/2 during the second half of the summer term. Transport time to the local pool is included as part of the PE time allocation.

Contribution of PE to teaching in other curriculum areas

English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills. Videos of professional/skilled athletes and sporting icons are also used to help develop good technique.

RSHE

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality. We develop our school values of love, trust and community throughout our supporting curriculum.

Christian Values

Through sport children are taught the values of respect, trust, honesty, friendliness and perseverance.

Healthy Eating

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups. The school also provides fruit for the children to have as a healthy snack at morning break and we encourage the children to drink water throughout the day.

Inclusion

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.

Assessment & Recording

- Assessment is usually carried out by teachers in the course of the normal class activity.
- This is done mainly through observations and sometimes through discussion with children.
- A photograph is sometimes used to document some of their achievement.
- Physical development levels and progress are recorded by the EYFS teachers for each child.
- Levels of attainment are recorded in Big Books for KS1 and KS2 pupils.
- Physical Education / physical development is included as part of the end of year reports to parents where appropriate.

Health & Safety

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.

- Regular checks are made on all equipment by the subject lead.
- The subject leader makes termly visual checks for wear and tear and security of major items, and 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.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible 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.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.

Resources

- There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.
- Large equipment/ mats and some indoor PE resources are stored in the hall.
- Outdoor equipment is stored in the outdoor store.

Administration Arrangements for Extra Curricula Sporting Events

- The subject lead liaises with teachers/support staff, sports crew, all pupils and sports coaches to arrange after school clubs and the attendance of teams at External Sporting competitions.

School Sports Premium

- The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

Monitoring & Review

- The subject leader will oversee the continuity and progression within annual and medium term plans.
- They will also monitor the quality of teaching and learning through observations.
- The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.