

Alwoodley Primary School PE Policy

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INTENT

Our school aims to inspire all children to develop a love of physical activity and sport. Through quality physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best. We listen to our children wants and needs and provide them with a range of active experiences and clubs. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes. We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond. We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being. We have strong links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.

PHYSICAL DEVELOPMENT:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To develop knowledge, skills and understanding with increasing physical confidence and competence in a range of physical activities and contexts.
- To develop the ability to remember, repeat and refine actions with increasing control and accuracy.
- To be aware of the different shapes and movements that can be made with the body.
- 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 the value of safe exercising.

SOCIAL AND EMOTIONAL DEVELOPMENT:

- To develop a positive attitude towards participation in physical activity.
- 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 develop a sense of fair play and team spirit.
- 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 learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- To promote equal opportunities for all and value the contribution of others irrespective of gender, ability and social/cultural background.
- To be given a firm foundation for life-long participation in sporting activity.

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 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:

- Children develop a sense of enjoyment and fascination when learning about themselves, others and their place in the world around them through physical activity.
- We encourage pupils to use their imagination and creativity in their learning.
- 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 develop the concept of self-discipline to help them excel.
- To develop a positive attitude towards religious, ethnic, socio-economic, and all community groups.
- To raise self-esteem through opportunities to celebrate sporting success.

SCHOOL SPORTS PREMIUM

We will use the Government funding to further develop the quality of PE that we provide in our school. Alwoodley Primary School will use five key indicators when assessing the success of its aims and objectives:

1. The engagement of all pupils in regular physical activity – guidelines recommend that all children engage in thirty minutes of physical activity a day, at school
2. The profile of PE, school sport and physical activity is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

IMPLEMENTATION

There are 2 hours of timetabled lessons each week for every pupil in KS1 and KS2, allowing pupils to develop themselves as a whole person, build a sound knowledge of basic skills, develop the values of the school's vision and to build a positive relationship with physical health. All staff has access to a bank of structured lessons through GetSet4PE. Hall space and outside space are timetabled in order to give each class an opportunity to access PE lessons.

Lessons are planned to cover the National Curriculum themes of athletics, dance, gymnastics, OAA and games (net and wall, invasion and striking and fielding). The curriculum considers the importance of both the breadth and depth of learning. Throughout the academic year, the allocated 2 hours curriculum time is split between the class teacher and specialist PE teacher.

There are opportunities to extend and challenge individual pupils and provide support for others. Lessons may be taught in isolation or linked over a number of weeks. A game, performance or task may be the focal point and can be revisited to allow skills to be refined and developed.

IMPACT

Experience in PE should provide a depth of learning in a positive and engaging environment. Basic underlying principles and skills will have been practised and opportunities to develop these into more complex processes. Pupils will be confident to try new things and take risks. They will be able to make

quick decisions and choices when planning tasks or performances. They will have a range of strategies for solving problems and show resilience to keep going when they find things difficult. Pupils will understand the benefits of working in different group dynamics. They will have the confidence to lead and support others. They will understand the importance of physical activity in a wider context and possess the skills and enthusiasm to develop their learning further.

SWIMMING AND WATER SAFETY

All schools must provide swimming instruction either in key stage 1 or key stage 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 [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

ASSESSMENT

Assessment for learning is made through short term (daily/weekly) observations of children's work, through discussions with children and through their own self and peer assessment. The use of ICT is recommended, with photography and video recording a useful tool in assessment. Significant achievements or weaknesses will be noted as an evaluation of the lesson and are used to:

- Inform future planning
- Form part of the statutory annual reporting process and in discussion with parents
- Help children to improve and develop their skills for future activities

PE DRESS CODE

All pupils are expected to follow the PE dress code consisting of a plain white t-shirt, black bottoms (e.g. black shorts, black skirt) and a black jumper/hooded top. Spare kit is available for the children who do not have access to their own kits. Messages will be sent out, through Eduspot, to parents/carers of children who forget their PE kit on a regular basis.

When religious or cultural rules prevent children from wearing the required kit, the teacher can make exceptions. Headwear, leggings and long sleeved tops may be worn but must be safe for working with PE equipment.

Jewellery, watches and hard headbands must be removed. Children with long hair must tie their hair back.

All earrings should be removed if safe to do so or taped up.

Teacher should act as good role models and also get changed for PE lessons. It is acceptable that once in PE kit teachers will be able to stay in their kit for the afternoon/morning if another lesson is being taught.

STAFFING RESPONSIBILITIES AND STAFF DEVELOPMENT

The school recognises the importance of professional development and offers opportunities to engage in further training offered by our in-house PE Coach, PE leaders, Leeds Well Being Partnership and various links with external companies including Leeds Beckett University.

HEALTH AND SAFETY AND SAFE PRACTICE IN PE

- 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 (including mats) and fixed gymnastics equipment will be checked annually by an approved service provider. Any damaged equipment must be reported to the PE lead/Business Manager immediately and labelled 'do not use'.
- 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.
- Pupils are taught how to move/carry and use apparatus safely under the supervision of a teacher or responsible adult. In each lesson children should be reminded to perform their work in a safe manner and be aware of others around them.
- 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, ensuring children are not running on an over turned bench etc.).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back.
- Children unable to remove earrings should be required to make them safe by taping, front and back, which may offer a measure of protection.

EVOLVE

Any competition or event that requires children to be off school premises necessitates a complete and thorough Leeds Evolve risk assessment. Once completed, it should be submitted for approval and then shared with all adults involved plus any relevant risk assessments.

EXTRA-CURRICULAR ACTIVITIES

There is a wide range of extra-curricular activities available to the children run by staff, and other external companies. The activities are varied, including competitive and non-competitive clubs. Recently these have included dance, football clubs, 1k a day, multi-sports, running club, table tennis, netball, cheerleading, keep fit and skipping.

We also actively encourage children to attend local clubs; the school promotes these through handouts and representatives that visit the school.