



## **Thirsk Community Primary School**

### **Physical Education Policy**

#### **RATIONALE**

Physical education, when experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's physical and emotional health development and well-being.

Physical education develops pupils physical competence and confidence and their ability to use these to perform in a range of activities. It promotes physical skill, physical development and knowledge of the body in action. It provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in teams. It promotes positive attitudes towards active and healthy lifestyles. At Thirsk Community Primary School we recognise the importance of PE as a key factor in delivering the Every Child Matters agenda.

#### **KEY CONCEPTS**

Physical education involves pupils in the continuous process of acquiring and developing skills; selecting and applying skills, tactics and compositional ideas; knowledge and understanding of fitness and health; and evaluating and improving performance. Through the programme pupils should have the opportunity to meet the physical education and school sport high quality outcomes:

- .. Learners show commitment to PE and school sport.
- .. Learners know and understand what they are trying to achieve.
- .. Learners understand that PE and school sport are part of a healthy, active lifestyle.
- .. Learners have the confidence to get involved.
- .. Learners willingly participate in a range of activities.
- .. Learners think about what they are doing and make appropriate decisions.
- .. Learners show desire to improve and achieve.
- .. Learners have stamina, suppleness and strength.
- .. Learners enjoy PE and school sport.

#### **TIME ALLOCATION**

The Government recommends the following minimum PE requirements to meet the National Curriculum demands:-

- Two hours of high quality PE a week.
- Three hours OSHL (out of school hours learning) offered.
- Swimming to be taught during lower Key Stage 2.

- Provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum – 25 metres.
- In addition, all children have the opportunity to join in a variety of extra-curricular sports clubs run by staff and outside agencies. This gives them the opportunity to develop their skills, enjoy performance and encourage sport as part of a healthy lifestyle.

### **HEALTH RELATED ACTIVITY**

Pupils should be taught:-

1. How exercise affects the body in the short term.
2. To warm up and prepare appropriately for different exercises.
3. Why physical activity is good for their health and well being. Pupils should be encouraged to develop active lifestyles that can be maintained throughout adult life.

### **EQUAL OPPORTUNITIES**

Opportunity and provision in PE and OSHL activities will be planned and delivered to meet the needs of all pupils. PE experience will reflect the whole school policy on promoting equal opportunities for all pupils in terms of organisation, programme and access to resources. Differentiation should enable all pupils to achieve the best of their ability.

Differentiation can be catered for in a range of ways, such as;

- Setting common tasks that are open-ended and can have a variety of answers
- Setting tasks of increasing difficulty, where not all children can complete all tasks
- Grouping children by ability and setting different tasks for each group
- Providing a range of challenges through the provision, using a variety of appropriate resources / equipment, individual, paired and group work
- Consulting with young people about their needs and interests
- Pupil Premium attainment in PE will be tracked using the Real PE tracker, focusing on Physical, Cognitive and PSE development. Additional support, resources or opportunity will be provided where needed.

### **SEND**

In the case of SEN pupils, activities and equipment will be modified where necessary to enable maximum participation. Individual teachers will consult with the parent/carer with regard to the specific needs of their pupils, which will be supported where possible with due regard to health and safety. Intervention will be planned through Individual Provision Maps and Health Care Plans.

### **G&T**

The whole school register for Gifted and Talented pupils should include those talented in PE. Provision for these pupils in both curriculum, OSHL and beyond the school environment (such as multi skill events) should be mapped and planned appropriately in partnership with those with G&T / subject expertise, parents/carers and the pupil.

### Physical difficulties

Children who cannot in the short term be physically active such as those with injuries, long- term illness etc. should be involved in the non-performance aspects of the activity. They can work with individuals or groups helping with the evaluating and improving aspects of the tasks. Non-participants should change into suitable footwear (where appropriate) and be involved in consultative mechanisms i.e. focus group, questionnaires to identify barriers to participation.

### **EXTERNAL PROVIDERS**

To increase opportunities and numbers participating in extra curricula sport we hire sports coaches to complement the work of the PE teacher in delivering sport and physical activities. In some cases, both teacher and coach are responsible for the delivery of the PE for a year group. All visitors/coaches are expected to have an up to date DBS and provide this with photographic I.D (passport/driving licence) on arrival for their first coaching session. This policy is made available to coaches and we ask them to consider the following questions in preparation:

Does the visitor understand the school's physical activity policy?

What will they offer that the teachers cannot?

How will the sessions be integrated into the PE programme?

What role will teachers take during the session?

How will the session be followed up?

How will the sessions be evaluated and pupil progress assessed?

In addition, we ask teaching staff to consider the following questions:

Is the coach aware of our approach in relation to behaviour management?

Have you given the visitor the information required to teach and manage the class effectively?

Have you ensured that support staff know their role within the session?

Is there ample opportunity for feedback between teacher and coach before and after each session?

How can PE delivered by the coach support the wider curriculum, and aims or ethos of the school?

## **HEALTH AND SAFETY**

We recognise that participation in physical activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. We follow the advice contained in the AfPE (Association for PE) publication 'Safe Practice in Physical Education and Sport' 2016:

- Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma.
- Staff know about the safe practices involved in moving and using apparatus.
- Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective.
- Our school decides its uniform and does not discriminate based on gender, race, disability, sexual orientation or belief. Headscarves may be worn in PE (providing they are safely attached and unlikely to cause the wearer harm), and leggings can be worn under shorts.
- Pupils remove shoes when participating in indoor activities such as gymnastics.
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in.
- Equipment and apparatus is stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.
- When teaching outdoors, outside site security is considered. Staff ensure that children are aware of the boundaries for their PE lesson, so that all children are visible at all times.
- Staff consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any activity.
- We undertake an annual risk assessment of the school premises and equipment including PE equipment as necessary. Risk assessments are carried out for school sporting trips.

## **PE CURRICULUM**

### **Real PE**

At Thirsk Community Primary we follow a scheme of planned lessons called Real PE, created by a company called Create Development, to deliver PE across the whole school. We decided to take the Real PE route as it is a unique, child-centred approach that transforms how PE is taught to engage and challenge EVERY child. Our Long Term Plan shows how skill and ability are built on from one term to the next, and how progression from year group to year group is promoted.

In Key Stage 1 pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination,

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

Pupils should be taught to:

- Master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

In Key Stage 2 pupils should continue to implement 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, catching and throwing in isolation and in combination.
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, 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.

**PE Policy Implemented July 2018**