



SARRATT CHURCH OF ENGLAND PRIMARY SCHOOL

Policy for PE 2018 -

Laying the foundations for our children to be confident, respectful and to achieve their full potential.

Aims of this policy:

At Sarratt Church of England School, we believe that physical education promotes an understanding in children of their bodies in action. It involves thinking, communicating and observing and it promotes positive attitudes towards an active and healthy lifestyle enabling the children to make informed choices about physical activity throughout their lives.

The national curriculum for physical education aims to ensure all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Delivering these aims:

We follow the statutory requirements for the teaching and learning of Physical Education (PE) as set out in the National Curriculum (2014) and in the Physical Development (PD) sections of the statutory frameworks for the EYFS.

Foundation Stage / EYFS

At this phase children at Sarratt are:

- developing good control and co-ordination in large and small movements.
- experimenting a range of ways to move confidently, safely negotiating space.
- developing their hand-eye co-ordination skills to handle equipment and tools effectively.
- learning about the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- Learning how to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Key Stage One

During years 1 and 2, pupils will be taught the fundamental movement skills, becoming increasingly competent and confident. They will access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be given opportunities to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

By the end of this phase, children at Sarratt will:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.

Key Stage Two

During this Key Stage, pupils will continue to apply 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 will develop the skills of communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

By the end of this phase, children at Sarratt will:

- use running, jumping, 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 [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.

At Sarratt, swimming is taught in Years 3 and 4 during the summer term. The aim is for all pupils 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.

Year 6 pupils who have not reached the National Curriculum standard (see above) are given the opportunity to have 'Top Up Swimming' sessions which are run annually by the Three Rivers and Watford School Sports Partnership (SSP).

The Governors of the school have decided that outdoor and adventure activities will be central to Year 6's residential trip.

PE Curriculum Planning

- PE is a discrete curriculum subject at Sarratt school.
- Key Stage 1 and 2 timetable 2 hours of PE per week.
- We use the New National Curriculum PE Curriculum as a basis for our planning and delivery, with all classes covering either dance or gymnastics unit every half-term and a games unit every half term.
- We use a variety of resources to support the planning of our units of work. We mainly use the Imoves scheme of work but also use specific sport schemes recommended by the Youths Sports Trust.
- Lessons are planned and evaluated by class teachers and this is used to inform future teaching and learning.
- Planning is in line with the school Planning Policy on long, medium and short-term plans.
- Where possible PE should be cross-curricular – English, Maths included as well as the Cornerstones topics.
- Computing to be integrated into planning where possible / relevant
- PE planning should build on prior learning and through the assessment guidelines enable clear progression through the school.

Promoting PE

Extra-curricular activities

As a school, we provide a range of PE-related activities for children before and after school and during lunch times. These encourage children to further develop their skills in a range of activity areas. The school sends details of the club activities on offer to parents regularly and the children are encouraged to join these.

Competition

At Sarratt School, we participate in both intra-school (within the school) and inter-school (with other schools) competitions. Intra-school competitions happen as part of games lessons, often at the end of a unit of work, to allow the children to use the skills they have acquired. These will often, but not always, take the form of inter-house competitions.

We are proud to be part of the Three Rivers and Watford School Sports Partnership (SSP) which supports us to facilitate in offering a variety of sporting opportunities for the children. Inter-school competition takes place primarily through these events. All year groups from Year 1 upwards have

the opportunity to participate in festivals within our family group of schools (The Russell, Christ Church, Chorleywood Primary and Maple Cross) throughout the year.

As well as these competitions we also participate in league sports. In the Autumn Term these are netball and football, in the Spring Term it is Tag Rugby and Girls Football and in the Summer Term it is Rounders. Children are selected from Years 5 and 6 to represent the school. Children are chosen for these fixtures on commitment to the relevant sports club and/or talent in the particular sport. Some of these events lead on to partnership, county and even national finals.

These opportunities help to foster a sense of team spirit, competition and co-operation amongst our children.

Assessment

- Assessment for PE is carried out in line with the school policy
- PE assessments are carried out using both summative and formative assessment procedures
- Formative assessments – through observations
- Summative assessments at the end of a topic – in line with the school Assessment Policy.
- Assessments are used to inform planning, teaching and learning
- Generally verbal feedback is given to the children during the lesson due to nature of the physicality of the subject.
- Older children encouraged to evaluate their own learning – peer and self- assessment

Monitoring

- It is the subject leader's responsibility to monitor the quality and impact of PE across the school.
- The subject leader's role involves supporting colleagues in their teaching, informing staff of competitions and festivals relevant to their class, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school.
- The subject leader gives the head teacher an annual summary report in which s/he evaluates the strengths and areas for development in the subject and indicates areas for further improvement.
- Best practice for PE is identified and shared amongst practitioners
- Photographs of good practice will be collected.

Resources

- All PE equipment is stored in the external PE store and this is accessible to children only under adult supervision.
- The hall contains a range of large apparatus and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely.

- Teacher resource books and relevant CD's for PE are kept in the hall cupboard by the sound system.
- The children use the school field and playground for games and athletics activities and a local swimming pool for swimming lessons.
- Staff must put back any resources used in the correct box / space
- Staff are responsible for informing the PE subject leader when extra resources are needed, when there are breakages and when consumables are running low
- The PE subject leader will update and replenish resources when needed.

Health and Safety

- The school follows the advice published in the Safe Practice: In Physical Education, School Sport and Physical Activity publication.
- We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into correct kit (see uniform list) which should be labelled and appropriate for the lesson and weather/season.
- The children will work in bare feet for gymnastics and dance. Where this is not possible or appropriate plimsolls or trainers may be worn.
- If a child forgets their kit they may borrow spare kit or will sit and observe the lesson and do some evaluation of the tasks set. They may also be included in the lesson as an umpire or in an equivalent role where appropriate.
- The policy of the governing body is that no jewellery is to be worn by the children for any physical activity. If earrings cannot be removed they should be taped with tape provided from home.
- Long hair should always be tied back and pulled away from the face.
- The governing body expects the teachers to set a good example by wearing appropriate clothing and footwear when teaching PE.
- Equipment must be carried properly at all times e.g. Mats should be lifted and not dragged and should have one child at each corner (large gym mats) or one at each end (small gym mats).
- Four children (KS1) or two children (KS2) should move a wooden plank/bench, all facing the same direction.
- Teachers set up the large climbing apparatus.
- Stools should be lifted not dragged.
- All gym equipment should be checked by the teacher before any child uses it and to make sure it is put away correctly.

Any damaged or broken equipment should be reported to the P.E. Subject Leader immediately. Equipment should be checked by a safety specialist annually.

Roles and Responsibilities:

It is the responsibility of all staff to ensure that they are following the policy. The subject leader and SLT will monitor and evaluate the application of the policy

Other references:

Where relevant, this policy should be considered alongside and in accordance with the Marking and Feedback policy, SEN policy, Inclusion policy, Assessment policy, Teaching and Learning Policy, Homework Policy, Planning policy.