

## **Robert Mellors Primary and Nursery School.**

### **Physical Education Policy.**

#### **Policy Statement**

At Robert Mellors we aim to develop in children an understanding of why exercise is important and how it affects them. We teach them to be physically active by engaging the children in activities which involve the whole body, maintain and increase flexibility and develop strength and stamina. Through this they discover their abilities and preferences, enabling them to make choices about how to get involved in lifelong physical activity.

#### **Aims**

- To develop the competence of pupils in a range of physical skills.
- To develop in pupils an appreciation of skilful and creative performances throughout the areas of study.
- For pupils to learn how to plan, perform and evaluate their actions and the actions of others, with the aim of improving quality and effectiveness.
- To teach pupils about the benefits of participation in physical activity and the benefits of a healthy lifestyle.
- For pupils to discover their abilities and preferences enabling them to make choices about how to get involved in lifelong physical activity.
- To develop self esteem through physical confidence.
- To develop the pupils interpersonal skills and awareness of their role as a member of a team.
- For pupils to learn how to carry out tasks safely within a P.E lesson including how to set out and use equipment.

#### **Time allocation**

There are 2 hours allocated to the teaching of P.E. per week. There is at least one session per week timetabled for each class to utilise the hall for PE.

#### **Planning**

The Early Years Curriculum. Development Matters 2013 document and the QCA scheme of work for physical education inform teacher's planning. A rolling program

based on the QCA scheme of work has also been put in place to help ensure balance and progression across the key stages. Schemes of work such as the Rawmarsh scheme for gymnastics have also informed planning across all key stages to ensure progression across the year groups.

## **PE Delivery**

All class teachers are responsible for teaching one lesson of PE per week, although the responsibility for planning is shared. Specialist teachers are employed for the other lesson, staff to attend for personal development.

## **Teaching and Learning.**

The Foundation Stage.

- Learning.

In line with the Early Years Curriculum, children in the foundation stage are provided with the opportunity to develop and refine a range of physical skills at their own pace. These include large scale movements such as climbing over, under, through, around and between and small scale movements involving the use of tools or equipment. It is expected that through carrying out and improving these skills that the children will become more confident in their physical abilities and therefore more independent.

- Teaching.

In the foundation stage children are provided with regular opportunities for frequent physical activity both indoors and outdoors. They are offered a range of stimuli for movement that encourages them to move both individually and as part of a group. The children are also taught how to respond to a range of oral and non verbal signals and how to carry out these instructions safely.

Key Stage One and Key Stage Two.

- Knowledge and understanding.

In line with the Curriculum 2000 document, pupils in key stages one and two are given opportunities to acquire and develop a range of skills. This takes place within four areas of study at key stage one and five areas of study at key stage two - see breadth of study outlined below. In addition to this pupils are given the chance to apply these skills, evaluate how they have been used and use this information to improve their performance. Pupils are also taught about the importance of fitness and a healthy lifestyle and are asked to recognise how exercise affects their bodies.

- Breadth of study.

### Key Stage One.

Pupils are taught the knowledge, skills and understanding outlined above through dance activities, games activities, gymnastic activities and swimming activities.

### Key Stage Two.

Pupils are taught the knowledge, skills and understanding outlined above through dance activities, games activities, gymnastic activities, athletic activities and swimming activities.

## **Cross-Curricular**

Where possible, cross curricular links are made and are shown in planning, eg African Dances during the African Topic etc. This whole school approach to creative curriculum planning is integrated into PE planning.

## **Resources.**

Resources to support staff in their teaching of P.E. are housed in the hall and the cupboard behind the hall. An inventory of all P.E equipment and its location can be found in the P.E. cupboard in the hall. Separate equipment is available for MDSs to use during lunchtimes to encourage physical activity.

## **Out Of School Hours Learning (OSHL)**

We have our own clubs run by staff members (eg basketball, football), and we encourage the support from other specialists from outside of school (eg Forest Football Club, Nottinghamshire County Cricket, Salvation Army and Redhill Comprehensive School). As part of the SSCO program the school receives funding to invite specialist coaches in to lead after school coaching programmes.

## **Assessment and Recording.**

Individual class teachers report on their pupils progress in P.E. to parents in their end of year reports. These reports make specific, individual, accurate comments with regard to each child's progress. Comments are based on an assessment of the knowledge and understanding applied during P.E tasks throughout the year.

## **Monitoring and Evaluation.**

The Head Teacher and P.E. co-ordinator are responsible for monitoring and evaluating P.E (See Monitoring and Evaluation Policy). Action plans are produced and staff are audited and development areas are identified. Lesson observations are carried out in the summer term.

## **Equal Opportunities**

We aim to provide all children with equal access to the P.E. curriculum irrespective of race, gender or creed.

## **Gifted and Talented**

Children considered to be talented in PE or Sport are identified following guidelines as set out in the schools Gifted and Talented Policy. Further opportunities will be given to those children identified as talented in PE and sport.

## **S.E.N.**

P.E is taught to all children in the school. Activities are differentiated to support less able pupils and extend more able pupils. Individual support is provided for those children with specific physical difficulties.

## **Health and Safety.**

- Children are frequently reminded about health and safety during PE lessons.
- Moving to the hall.

Children should not move around the classroom and corridors in bare feet, but should wear their shoes, removing them in the hall - unless the activities to be undertaken require them. No drawing pins should be used in the hall displays. Before the lesson starts, the floor should be clean and should not be slippery.

- The apparatus.

Apparatus should be stored as flat to the walls as possible. Pupils must be taught to handle apparatus correctly, e.g. mats carried by four corners, not pulled.

Apparatus layouts should be planned so that:

- children do not jump towards a wall.
- children do not slide towards a wall.
- children do not carry apparatus any further than necessary.
- children do not work too close to a door.
- children do not bump into another set of apparatus.
- children cannot swing on ropes into children, a wall or apparatus.
- ropes should never be knotted.

Mats should be placed in positions for children to jump onto, not to cushion a fall. Apparatus are regularly inspected by Sportsafe UK.

- Pupils.

All pupils should change into appropriate clothing for P.E. and wear suitable footwear.

All pupils should be taught an awareness of good hygiene and to promote an understanding of why particular clothing is appropriate for different activities.

No jewellery should be worn. Children with newly pierced ears will have to have masking tape to cover them and other children will be made aware of them.

Long Hair will be tied back.

If the child forgets their kit then there will be a supply of kit purchased by school to allow them to take part. If it becomes a frequent occurrence then a letter will be sent home. Personal circumstances will also be taken into account. If a child have a note from home that states they should not take part in PE, then they should stay in the lesson and be encouraged to take a backseat role if appropriate (eg be a spotter, a coach giving teaching points, giving opinions on performances etc.)

- The teacher.

The teacher should wear suitable footwear for the activity being undertaken.

The teacher should check that any apparatus to be used is safe before the children use it and should ensure that it is put away safely.

The teacher should be aware of any children with particular medical problems that may need particular attention during P.E.

The teacher should make sure that all pupils are aware of safety precautions and the signal to stop.

The teacher should move around the hall during the lesson.

The teacher should report any serious injury sustained by a pupil to the head teacher.

### **Review.**

The school policy for P.E. was reviewed, updated and agreed by staff and governors during the Summer Term 2016. The policy will be reviewed again in Autumn 2019.