

Tattershall Primary School

PHYSICAL EDUCATION POLICY

Rationale

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others.

Through the Government's PE and Sport funding, where possible, Tattershall Primary School will provide opportunities for pupils to work with PE specialists.

Aims

The national curriculum for physical education aims to ensure that 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

The PE Curriculum

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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 2

Pupils should 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 should enjoy communicating, collaborating and competing. Pupils 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, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example: badminton, handball, volleyball, tennis, tri-golf and cricket], 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

Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

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

PE Kit

In the interests of safety and hygiene, both pupils and staff should change in to PE kit for lessons. To ensure consistency and avoid confusion, pupils should wear:

Outdoor games: A blue t-shirt, black shorts or skort and suitable outdoor footwear (on a cold day, children can wear a plain-coloured tracksuit over their usual PE kit). In line with National Governing Body guidelines, it is mandatory for all children to wear shin pads during football and hockey lessons or competition.

Indoor games: A blue t-shirt, black shorts or skort and plimsolls (some activities, such as Gymnastics, will require children to take part bare footed).

Swimming: Boys should wear suitable swimming shorts or trunks. Girls should wear a suitable one-piece swimming costume. (Goggles and swimming caps can be worn).

Jewellery

No jewellery is permitted to be worn during PE lessons; children are required to remove items such as earrings, wristbands and watches. Long hair must be tied back.

Children will be informed in advance of when they will have a PE lesson, therefore wherever possible, earrings are to be removed before school on these days, otherwise children will be advised to remove their own earrings prior to the PE lesson.

Should your child not be able to remove their earring, the teacher will conduct a risk assessment of the lesson and your child may have to miss an activity to maintain safe practice – tape will not be used to cover earrings. All earrings must be small, flat studs.

Your child will not be excused from PE for wearing earrings, although they may miss out on some of the planned activities.

Children without appropriate Kit

At the beginning of each term, children will be informed of the PE kit requirements for their learning. Parents do have the opportunity to discuss any serious reservations with the class teacher. Any child not being able to take part in PE for medical reasons must bring in a letter signed by a parent or guardian. Children should have two PE kits in school at all times, an indoor and outdoor kit (as listed above); we would suggest that both kits are brought in to school, in a suitable named bag, and left in school for the duration of the term.

No child shall be given permission to borrow kit from a sibling in school prior to the PE lesson taking place and there will be no opportunities for children to call home. Any child not participating in PE will be asked to observe the lesson.

Should a child not be able to do PE as they have forgotten their kit, teachers will follow a 'three strikes' policy, which will be restarted at the beginning of each half term:

Strike 1 – The child receives a verbal warning and a letter is sent home to the parent/carer as a reminder that kit should be brought in to school prior to the next PE lesson.

Strike 2 – The child receives a missed break time as a sanction for their missed learning. A further letter is sent home to the parent/carer.

Strike 3 – The child will continue to receive a missed break time as a sanction for their missed learning and the parent/carer will be asked in to school to meet with the class teacher.

Equipment and Resources

Safety

All equipment is checked by the subject leader on an ongoing basis; and some pieces of large equipment are checked annually by an external inspector. If any defect is found in any of the PE equipment this must be reported immediately and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught a correct method of carrying apparatus and equipment.

Locating Equipment

All sport and PE equipment is found in either the PE cupboard in the hall, or in the shed on the KS2 playground. The key for the hall is located on the wall beside the door and the padlock for the shed is a 4-digit code; both should only be opened by a member of staff, or a Play Leader under the supervision of an adult. Children are not permitted in the PE cupboard or equipment shed without adult supervision.

Other

Extra-Curricular Sport

Tattershall Primary School is fully committed to providing extra-curricular sporting opportunities. These include:

- Clubs (lunch-time and after-school) available to all age groups and in a range of activities - Provided by both school staff, specialist staff at Carre's Grammar School or outside agencies.
- Level 2 competition and friendly matches against other primary schools in a range of sports.
- A KS2 football and netball team that regularly represents the school in inter-school games at a local level.

School Club links

The school seeks to make links with local community clubs whenever possible and has pupil's that represent many different out-of-school sports clubs.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. Tattershall Primary School aims to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Structuring activities so all are fully involved.
- Giving all the children an opportunity to share their work.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.

Assessment

Assessment for learning is made using a variety of different methods, which include: short term observations of children's skills, an assessment grid created for staff (available to view on the PE cupboard door), through discussion the children, and through children's own self-assessment.

School Sports Partnership

Tattershall Primary is a member of the Lincolnshire Central School Sports Partnership. The school accesses curricular support, competitive opportunities for pupils and training for staff via the partnership.

As a school, we aspire to the 7 High Quality National Outcomes which guide the work of all SSP's. These are:

- Increased participation in High Quality Physical Education.
- Increased participation in High Quality 'Out of School Hours' Learning.
- Increased participation in High Quality Informal Activity.
- Increased attainment and achievement through PE and Sport.
- Improved behaviour and attitude in PE, Sport and whole school.
- Increased participation in competitive and performance opportunities.
- Increased involvement in community sport and improved quality of community life.