



CHEETWOOD COMMUNITY PRIMARY SCHOOL

PHYSICAL EDUCATION POLICY

To be reviewed as and when necessary

Judged to be GOOD by Ofsted in March 2018.

*"This is a highly inclusive school, where everyone feels safe, respected and valued.
Pupils enjoy school and are very keen to learn".*

Rationale

At Cheetwood Primary School the teaching and learning of PE focuses on the development and exploration of physical skills. Pupils will be provided with a high quality and varied programme of PE and sport activities that will support pupils' physical and social development and promote healthy lifestyles. Pupils will enjoy their physical education and feel proud of their achievements in school and in the wider community. Our school will continue to improve the quality and quantity of the PE and after school sport that we offer in line with Government targets.

Aims

We aim to develop children's knowledge, skills and understanding of PE, so that they can perform with increasing competence and confidence in a range of physical activities. In addition, we aim to promote an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. We aim to enable children to make informed choices about physical activity throughout their lives.

Organisation

A whole-school approach to teaching PE is embedded in all classrooms and we are currently looking into new schemes of work which practices the 2014 New National Curriculum, Key Stage appropriate aims and objectives. In KS1 and KS2, PE is taught for a minimum 2 hours a week. We believe children in Reception and KS1 should be equipped with the skills they need to take part in a range of sports when they reach KS2; for this reason, the learning lower down the school focuses on skill acquisition and development. By the time children reach KS2, they are ready to apply these skills to a range of gaming situations, and most importantly they foster positive attitudes towards all sports because every child has the skills they need to play them.

Curriculum

The Manchester Schools Sports Partnership recommends using the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = Change the space available

T = Change the task

E = Change the equipment (larger/smaller ball)

P = Change the people

EYFS

We encourage the physical development of our children in the nursery and reception classes as an integral part of their work. As the nursery and reception classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged 3 to 5 years of age. We encourage the children to develop confidence, control of the way they move, and care in handling tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills; both gross and fine motor.

Assessment

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Children in Key Stage 2 are encouraged to evaluate their own and their peers work and suggest ways in which to improve. Where appropriate, in all key stages, teachers and children make video recordings of their performance/activity and use these to develop their movements and actions, pupils in Key Stage 2 are also given the opportunity to compare each other's performances from the recordings, and use these to improve the quality of their own work.

Equal Opportunities and SEN

A range of PE activities are offered to both boys and girls; experiences and expectations are the same regardless of gender. Selection for school sport teams is based on ability and is decided by the class teacher and PE Coordinator. PE lessons and lunchtime sport clubs offer all children the opportunity to improve their knowledge and techniques so everyone has the opportunity to be the best they can be.

For children who have physical or learning disabilities, some modification may have to be made to the way in which an activity or sport is taught, learnt and played. Any such modifications will be made in consultation with the relevant staff and specialists, and noted on teachers' plans. Children who are identified as gifted and talented with PE are provided with a range of enhancement opportunities, designed to challenge and develop their skills and understanding.

Staffing/Staff Development

All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coach or outside provider

Health and Safety

The general teaching requirement for Health and Safety applies in this subject. 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 the agreed clothing for each activity areas. School policy expects teachers to set a good example by wearing appropriate clothing when teaching PE. Also, School policy is that no jewellery is to be worn for any physical activity. Any accidents that occur during PE lessons must be reported to a designated first aider and the PE coordinator should also be informed. All accidents should be treated appropriately and recorded as soon as possible.

The safety of our pupils is of paramount importance and we ensure this in the following ways:

- Our staff follows the Safe Practice in PE guidance recommended by the Association for Physical Education (afPE) and the subject leader attends training sessions on health safety and risk assessment.
- There is a regular servicing contract in operation for our gymnastic equipment.
- Each teacher has the responsibility for checking the equipment and sports area before use and reports anything that needs attention.
- Pupils are taught to follow basic rules when taking part in activities to ensure the safety of themselves and others.
- The safe use of equipment is encouraged at all times and pupils are taught to move and store equipment in a safe manner
- All sports coaches that work with pupils in school or in after-school clubs are CRB checked in line with our safeguarding procedures and hold relevant qualifications.

PE Kit

All pupils in Key Stage 1 and Key Stage 2 must change for PE. No jewellery maybe worn for PE and long hair needs to be tied back. Pupils are encouraged to remove headscarves for PE – if this is not possible they need to be fastened securely and tucked in. Parents are informed of our PE kit requirements and they are expected to comply. Although a few spare PE kits are available if a pupil forgets their kit a letter will be sent home if this is a regular occurrence. Parents must provide a written note if pupils cannot participate in PE stating the medical reason. Pupils unable to take part in the physical part of the lesson will be included in another purposeful aspect of the lesson.

Recommended Kit		
Indoor PE	Outdoor PE	Swimming
T-Shirt and Shorts and bare feet/or trainers Close fitting leggings maybe worn	T- Shirt and shorts or track suit bottoms Trainers <u>Fashion trainers are not suitable for PE</u>	Pupils will be advised on kit requirements when they start their lessons in Year 4.

Social Cultural Spiritual, Moral & Physical Development

The teaching of PE offers opportunities to support the development of social, cultural, spiritual, moral and physical development understanding in our children through the way we expect them to work together and support each other in lessons. Pupils are given the opportunity to develop their sports leadership skill though initiatives such as Sports Crew and Peer Mediators, Sports activities and clubs are discussed at during pupil voice activities. Their work in PE enables them to develop a respect for other children’s levels of ability and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and of each other.

Out of school hours learning (OSHL)

Our extra-curricular programme compliments and supplements the range of activities covered in curriculum time. We follow a range of inter-school fixtures, tournaments and festivals within the Manchester School Sports Partnership. The extra-curricular content aims to varied, including competitive and non-competitive activities.

Integration of cross curricular skills

PE provides many opportunities for pupils to apply reading skills, particularly when reading the rules and instructions for different games. It also allows for the integration of numeracy skills as learners practise counting, measuring, estimating, planning, problem solving and predicting when participating in PE. PE also lends itself to the development of writing skills as children begin to devise their own games with rules for peers to follow. It also allows children to practically develop their scientific understanding of the human body.

PE & Sport School Funding

From September 2013, schools have been held to account over how they spend their additional, ring-fenced funding. The funding was given to improve provisions of physical education and sport. The funding is ring-fenced and therefore can only be spent on provision of PE and sports in school. We are also required to include details of our provision of PE and sport on our website, alongside details of our broader curriculum.

At Cheetwood we have allocated the funding in 3 main areas of spending, Continuing Professional Development, Resources & Pupil Participation (*see appendix 1*) which have been identified as being vitally important for improving outcomes of our children.

Amount allocated:

- 2013/14 = £8435
- 2014/15 = £8940
- 2015/16 = £8900 (*Approximately*)