



Ridgeway Primary School

Policy for PE
Updated June 2019
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Introduction

Ridgeway Primary School recognises the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. A high quality physical education curriculum inspires all pupils to succeed and excel in physically demanding activities and competitive sports. It also provides opportunities for children to become physically confident in a way that supports their health, fitness and well-being, whilst embedding values such as fairness and respect.

Vision & Aims

It is the intention for our school to provide a broad and balanced PE curriculum that:

- Ensures all pupils leave primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.
- Caters for the different strengths, needs and preference of each child by using differentiated activities (where appropriate) consisting of individual, paired, group and whole class activities.
 - Develops a sense of personal achievement, fair play and teamwork through the variety of opportunities.
 - Teaches children to appreciate the importance of a healthy body and lifestyle and to begin to understand those factors which affect health and fitness.
 - Encourages children of all abilities to join clubs and organisations with the aim of extending their interest and involvement in physical activity and sport.

Organisation of the Curriculum

We aim for all pupils participate in at least 2 hours of PE per week through which we develop their physical activity, tactical knowledge, fitness and teamwork skills. This is developed through the six areas of activity as set out in the National Curriculum – Dance, Invasion Games, Gymnastics, Athletics, Net games and Swimming.

Curriculum Progression

The PE Curriculum in Early Years and Key Stage One, provides opportunities for the children to be active and develop their co-ordination, control and movement. Pupils should develop fundamental movement skills, become increasingly competent and confidence and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

In Key Stage Two, 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 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.

In addition to the PE curriculum children participate in during the school day, we also offer a range of extra-curricular physical activities during lunch times and after school, including netball, football, badminton, multi-skills, tennis, archery and cricket.

Year 4 are given the opportunity to swim at Burntwood Leisure Centre and we aim for all pupils leaving school to be able to swim at least 25m.

Planning and Teaching

Each class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their class. It is intended that all staff will take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. It is further intended that staff should be confident in the area of activity being taught. Where additional support is required this will be provided by either the subject leader, or outside providers (Progressive Sports) through INSET.

Inclusion

All children will be given equal access to PE irrespective of race, gender, creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of PE. Activities will be adapted for children with Special Educational Needs and disabilities to ensure that all children can participate. If a programme needs to be adapted then the S.E.N.C.O. and PE Co-ordinator should be consulted and the programme made attainable in liaison with the special need requirements.

Cross-curricular opportunities

English

Aspects of dance and gymnastics can be brought into performance and drama sessions which contributes to the teaching of English.

Maths

PE in our school contributes to the teaching of mathematics in a variety of ways. Due to the abstract nature of some concepts in mathematics, many children find learning in this subject difficult. Being able to visualise shape, space, distance and volume and then apply these concepts into practical situations can support understanding. Mathematical concepts that can be explored through physical exploration include: length, distance, area, mass, angle, time, space, analysis and problem solving.

ICT

A variety of forms of ICT skills can be taught through PE when evaluating performance of themselves, others and experts in their fields.

Science

PE provides opportunities for children to look closely at our bodies and how we can live healthy lives. PE gives children the chance to become physically confident in a way that supports their health, fitness and well-being. This is linked to the concept of diet and what a healthy diet looks like.

Geography

Whilst looking at major sporting events such as the World Cup and Olympics we are exposed to locating different countries around the World. We have chances to look at their physical geography, where the countries are positioned, their climate zone and human geography, looking at food and trade.

Personal, social, and health education and citizenship.

PE contributes to PSHE in a range of activities including what makes a healthy lifestyle, the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices the how to make simple choices that improve their health and wellbeing.

Spiritual , moral, social and cultural development

PE contributes to SMSC through activities involving teamwork, cooperation, competition, rules, self-discipline and fair play, we develop the skills of self-reflection, personal awareness and challenge.

Assessment & Recording

The assessment of PE is an integral part of teaching. It allows teachers to identify what the pupil has learnt and provide next steps. Each class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their

class. At the end of each term, teachers fill in Foundation Assessment Grids to show children's attainment in PE and state if pupils are working below, expected and above standards.

Reporting

When a PE observation is added to Tapestry, a notification will be sent to the parent/ carer who is then able to access the information. Teachers will also comment on attainment in end of year reports and parent's evenings if necessary.

The role of the co-ordinator

Monitoring the standards of children's work and the quality of teaching in PE is the responsibility of subject leader, supported by the head teacher and colleagues from the Foundation Development Team. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school.

Health & Safety/Safeguarding Considerations

Resources and equipment

Equipment for use during indoor lessons is kept in the storeroom in the hall. Outdoor equipment is kept in the outside container. Children are not to collect and return equipment unsupervised. Any lost equipment must be reported to the PE Co-ordinator. All unsafe equipment must be withdrawn and reported to the PE Co-ordinator. Pupils must not be left unsupervised to put out or put away apparatus. Teachers must make a safety check themselves before beginning a lesson to ensure that apparatus has been put out correctly.

Clothing/ Footwear

A change of clothing and footwear before and after activity is essential. A plain white t-shirt and blue/black shorts should be worn for indoor PE lessons whilst jogging bottoms and sweatshirts may be worn for outdoor lessons. Trainers and pumps are to be worn for indoor and outdoor games. For gymnastics and dance lessons shoes and socks must be taken off when the children reach the hall.

Jewellery

All items of jewellery must be removed for all PE lessons. Teachers must not remove earrings and should not take responsibility for their safekeeping. They should suggest all jewellery be left at home on PE days. Recently pierced ears must be covered with tape or a plaster which is to be sent from home. Teachers must not apply the tape/plaster and should be done by the child or parent. Children with taped ears are not allowed to take part in swimming lessons for health and safety issues.

Hair

Health and safety requires that hair must be tied back if it is long enough. This applies to both sexes. Hard headbands and clips must be removed.

Contingency arrangements

Teachers must be aware of children with medical conditions. All children who need inhalers must take them to their P.E. lesson with them. A note from parents is required if children are not participating. If this becomes a regular occurrence parents should be contacted and the matter discussed.

Non participants should not be left unsupervised in the classroom.

Hall time is provided. P.E. time should not be interrupted because of wet weather. Extra P.E. based classroom activities should be planned.

Additional information swimming

- School uniform should be worn to and from the baths.

- The children must provide swimming hat, costume and towel
- A note from parents must be provided by non-swimmers
- Please count pupils on and off the coach
- All children must have their own seat on the coach and must wear a seatbelt
- Non-swimmers remaining at school must be supervised
- Any medical problems must be noted
- Please check on verruca requirements as these change from time to time
- All staff must be aware of the Emergency procedure
- At all times the staff of the school are responsible for the safety of the children whilst in the changing rooms
One male/one female to each group where possible

Emergency drill

In case of emergency STOP all the children and make them sit down quietly on the floor. Summon help. Remove the rest of the class when help arrives. In the case of a fire the children should leave the hall immediately regardless of their state of dress or undress.

Prevent statement

At Ridgeway Primary School we aim to prepare our students to become good citizens of the future. Through our curriculum we teach pupils British values and how to celebrate diversity. We aim to raise their awareness of radicalisation and extremist views, whatever the source. We have adopted the principles and advice found in 'Keeping Children Safe in Education 2016' and the 2011 'Prevent Strategy'. These are incorporated into our school policy on tackling extremism. For more information please read the School Policy on [Preventing Extremism and Radicalisation](#)

Document History

November 2015	New policy presented for adoption
June 2019	Reviewed and updated. Presented to Teaching & Learning Committee 27 th June 2019

This policy is due for review in 2022