



GOVERNORS OF STAR PRIMARY SCHOOL

Health and Physical Education Policy

School Mission Statement:

At Star Primary School we believe that everyone is equally loved and accepted.

Acknowledging the diversity of our community, we...

- *Provide a broad and balance curriculum encouraging every child to take the opportunity to achieve their full potential;*
- *Nurture positive home, school and community relationships;*
- *Promote tolerance and respect for all people and the world we live in.*

By order of the Governing Body of Star Primary School

(Signed) _____ Dated _____
(Head Teacher)

(Signed) _____ Dated _____
(Curriculum Governor Team)

Policy Date: March 2012

Review Date: March 2015

1. Aims and objectives

1.1 Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

National Curriculum for England and Wales; Physical Education; p15

1.2 The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

1.3 These aims are met through a breadth of different physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor and adventurous activities (OAA).

2. Teaching and learning styles

2.1 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as 60m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. triple jump;
- grouping children by ability and setting different tasks for each group,
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

3. PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses a combination of plans including LCP, J&C Academy and TOPS as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required in KS1, we teach dance, games and gymnastics, plus one other activity: athletics. In KS2 we teach dance, games and gymnastics, plus three other activities: swimming and water safety, athletics and OAA.

3.2 The curriculum planning is done in three phases (long-term, medium-term and short-term). The long-term maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

3.3 The majority of PE teaching at Star falls within the remit of highly qualified external coaches. These coaches are closely monitored and provided with clear planning from the Subject Leader for each lesson.

3.4 Class teachers who teach PE follow either the LCP or TOPS schemes of work. These lessons build on and develop what is being taught by the sports coach for that half-term.

3.5 We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for all children to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4. The Foundation Stage

4.1 We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical

development of the children to the objective set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control the way they move, and the way they handle 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.

5. Contribution of PE to teaching in other curriculum areas

5.1 English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and discuss how they might improve their performance. This helps to develop communication through listening and speaking skills.

5.2 Maths

Maths is interlaced through many parts of the PE curriculum such as use of the number system when calculating scores. More prevalent in PE is the use of measures where PE can develop children's ability to measure time, distance and area.

5.3 Information and communication technology (ICT)

We use ICT to support PE teaching where appropriate. In all curriculum areas children use video recording to evaluate and develop their movements and actions. Teachers also make use of IWB using online programs such as Cyber Coach and Espresso.

5.4 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn the benefits of exercise and healthy eating, and how to make informed choices about these things.

5.5 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's level 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 each other.

6. Inclusion

6.1 At Star we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all

children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Ideas for inclusion of SEN and disabilities are included in the teachers resource file.

6.3 Intervention groups through School Action and School Action Plus will lead to the creation of Individual Education Plans (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

6.4 We enable pupils to have full access to the full range of activities involved in learning PE. Where children are to participate in activities involved in learning PE. Where children are to participate in activities outside our school, for example, sports events at other schools, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7. Assessment and recording

7.1 The sports coaches and teachers assess children's work in PE by making assessments as they observe them working during lessons.

7.2 Photographic evidence is kept by the PE subject leader that demonstrates children's work at both on and off site sporting activities.

7.3 The PE sports coach, under the supervision of the PE subject leader, completes end of year assessments of every child's physical and skill based progress in PE that year.

8. Resources

8.1 There is a wide range of resources to support the teaching of PE across the school. New equipment is added on regular basis to enable pupils to experience a wide range of activities. We keep our PE equipment split between two cupboards one outdoor and one indoor. The middle hall contains a large array of gymnastics equipment that children are expected to set up and assemble during lessons. The children use the playground and field for PE lessons with additional access to Eastlea field for clubs. Swimming lessons are taught at Balaam Leisure centre.

9. Health and safety

9.1 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 area.

- Indoor PE kit – White T-shirt, black shorts, plimsolls
- Outdoors PE kit - White T-shirt, black shorts or jogging bottoms, plimsolls or trainers.

Any child with incorrect kit receives a reminder letter to be taken home to parents. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. Teachers should wear sports clothing and trainers. TA's to take an active part in PE lessons and also wear sports clothing (at least trainers). No jewellery is to be worn for any physical activity.

9.2 Sport specific guidelines for health and safety are set out in the BAALPE National Health and Safety guidelines, which is available in the PE cupboard.

10. Monitoring and review

10.1 The monitoring of the standards of children's work and the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves closely monitoring external sports coaches, supporting colleagues in the teaching of effective PE, being informed about current developments in the subject and providing strategic lead and direction for the subject in the school. The PE subject leader gives the head an annual report setting and laying out targets for development. The PE subject leader has specially allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

11. Extra-curricular activities

11.1 The school provides a range of PE-related activities including netball, football, tennis, basketball, rugby and cricket for the children at the end of the school day, before school and during lunch. These encourage children to further develop their skills in a range of activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against local schools and participates in local tournaments. This introduces a competitive element to team games and allows the children to put into practice the skills they have developed in lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.