



P.E. Policy

**Purpose of Study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

**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.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

[National Curriculum 2014]

**Entitlement**

There is a whole school long term plan for physical education to ensure continuity, development and progression, covering: dance, gymnastics, games, athletics and swimming activities.

We provide 2 hours of high quality PE lessons for all pupils during each week.

Year 1 receive 2 hours of P.E. with their class teacher.

From years 2 - 6, pupils receive 60 minutes of outdoor P.E. per week and 60 minutes of indoor P.E. each week.

Teachers evaluate each of the sessions they deliver and assess the children. These evaluations and assessments are monitored by the P.E. leader.

Level 1 Inter-house Games take place at the end of every half term and will reflect the prior teaching in both indoor and outdoor P.E. for that half term. Pupils will compete against other pupils in each house.

Level 2 Games take place as arranged by the School Games Coordinator (Jo Nightingale at Hamstead Hall) throughout the year where pupils compete against other pupils in the Handsworth cluster.

Level 3 Games take place when pupils have gained the gold position at Level 2 Games. Pupils then participate against other pupils who won gold positions in other clusters around Birmingham.

## Equipment and Resources

### Areas available for P.E.

- Key Stage 1 hall
- Key Stage 2 hall
- Key Stage 1 playground
- Key Stage 2 playground
- Foundation outside area
- Handsworth Grammar School playing field (on request and with permission during Summer Term)

### Equipment and schemes

- Large gymnastic equipment is stored around the edges of both halls.
- Dance resources are stored in the P.E. cupboard and within online Medium Term planning files. Additional resources are available from the P.E. leader. A CD player can be found in each hall.
- Games and athletic equipment is stored in the P.E. stock cupboards, located in both halls.
- Each teacher stores the relevant P.E. schemes of work in their online planning files. Additional copies are available from the P.E. leader.

## Safe Practice/Risk Assessment

For safe practice and the law, staff should seek advice from the subject leader who can refer staff to 'Safe Practice in P.E. and Sport' documentation.

### Supervision

Every P.E. class must be supervised by a qualified teacher, if necessary, send a child for help. If an adult other than the teacher is present (e.g. student teacher, sports coach), the teacher **must** remain with the class. Class control is imperative for safe practice, and the children should be trained in good habits of response, behaviour and safe handling of equipment.

### Clothing and Changing

For all P.E. lessons, all children should wear a white t-shirt, black shorts or tracksuit trousers and pumps or trainers. Spare kit is available from the subject leader, who will monitor those requiring kit and send a letter to parents informing them. If no spare kit is available pupils must remain active at all times during the lesson. This could be by way of walking around the perimeter of the hall or playground. Pupils should not wear items of clothing that are too baggy or that have hoods, tassels, zips or buckles attached. All jewellery **must** be removed, and long hair tied back. Pupils will be expected to remove headscarves. Pupils are expected to change quickly; individual or class rewards can be used. Boys and girls in Y6 are changed in separate rooms.

### Use of Space and Positioning

In all P.E. lessons establish safe working boundaries for your class; where possible using cones or markers. When working with individuals or groups, try to keep towards to outside of the space in order to keep everyone in view.

### Maintaining Equipment

The P.E. leader will undertake an annual maintenance check of all equipment. Class teachers to do this as an ongoing process. An outside agency is contracted to carry out a risk assessments on large gymnastics equipment in the Summer term.

### Travelling Off Site (Field)

Child counts must be done at regular intervals while off the school site and it is advised that there be a minimum of 1 adult to every 15 children.

### Medication

All teachers must be aware of any medication or medical requirements for the pupils in his/her class. When teaching off- site, teachers must ensure that inhalers and Epi-pens, as well as any other required medication, is available at any point. Children who require inhalers must take these with them to all lessons.

### Emergency Procedures

If a minor accident occurs, the teacher can deal with it on site. If it is more serious, calmly stop the class and send 2 children for a first aider for help. Do not attempt to move the child.

**Fire** - Follow school regulations. Teachers should ensure that they have an updated copy of their class list with them during all lessons.

### Differentiation

All children should be allowed and encouraged to perform to their own individual capabilities and potential. Differentiation can be achieved in P.E. by:

- a) Task - giving different tasks depending on ability
- b) Equipment - where children are given similar tasks, but using different equipment e.g. a larger ball is easier to catch
- c) Outcome - where similar tasks are set but different pupil responses are expected.
- d) Support - including peer support

Each of the P.E. schemes has differentiated outcomes for the activity. These are indicated through expected and further progress as well as success criteria's.

### Equal Opportunities

All children regardless of race, ability, gender, culture or religion have access to our P.E. programme, giving each child his/her entitlement to the curriculum.

### Inclusion

Where pupils have specific disabilities, all effort should be made to include them as much as possible in P.E. activities.

If necessary a pupil's parent, doctor or physiotherapist can be consulted before he/she takes part in physical activity.

Children who are not able to take part in P.E. for a particular reason should still be included in the lesson. They may be able to act as a referee or time keeper. It is also possible for them to use ICT equipment to record other children's achievements and evaluate techniques and performances.

Gifted and talented children are identified by the class teacher at the end of each unit of work. These children are encouraged to take part in additional P.E. activities both in school and at out-of- school hours clubs.

(Refer to Inclusion Policy for more details)

### **Cross-curricular Links**

Throughout the P.E. curriculum, there are many opportunities to link with and support other National Curriculum subjects. Strong connections can be forged with Science, Numeracy, Literacy, ICT and PSHE. For ideas, please refer to the QCA documentation for P.E. Personal, social and key skills expectations are detailed on the P.E. planning.

### **Additional Support**

Outside agencies have a beneficial role to play within the P.E. curriculum, providing that it is managed by the P.E. Leader. If an extra-curricular activity is being led by a coach, there should be a named teacher responsible for the overall welfare of the group who can be readily contacted should any incidents occur. All adults working with children **must** be police checked. The following After School Clubs take place:

- Monday - Netball
- Wednesday - Football
- Thursday - Bollywood Dancing and Cricket
- Friday - Karate

### **Monitoring and Assessment**

Ongoing formative self, peer and teacher assessment is used during each lesson and to inform future planning. Teachers should assess each child against the relevant assessment statements. These can be found in the online assessments folder. Assessment data is reviewed on a regular basis. Assessment is reported at the end of the school year in the pupil's individual report to parents.

As part of the monitoring process teachers' evaluations will be looked at and informal observations and team teaching will be carried out when time allows.

### **Spiritual, Moral, Social and Cultural (SMSC)**

Our P.E. curriculum supports the development of children's SMSC through engaging children in activities encompassing the 6 Olympic Values of determination, honesty, passion, respect, self-belief and teamwork. There is also a Sports Crew who work together to research and encourage the involvement of all in sports, as well as leading and delivering games to their peers. This involves children from years 4, 5 and 6. Individual and team games at both level 1 and level 2 games to provide opportunities for healthy challenge and competition.

### **Roles and Responsibilities**

#### **Role of Subject Leader**

- to organise long and medium term planning
- to advise and support colleagues
- to monitor lessons, planning, evaluations and assessments
- to maintain, order and audit resources
- to organise INSET
- to liaise with Hamstead Hall Partnership in order to provide support through outside coaches, INSET, resources etc
- to provide Out of School Hours Learning
- to organise whole school, key stage and house events
- to input all data on to [www.yourschoolgames.co.uk](http://www.yourschoolgames.co.uk)
- to arrange all external level 2 and 3 games
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#### **Role of Teacher**

- to implement P.E. planning

- to evaluate each unit of work to inform future planning
- to assess the children after each unit of work
- to ensure a safe working environment

**L. Clee Nov 2015**

**Review Nov 2016**