



Newburgh
Primary School

Physical Education Policy

Policy on Physical Education and Physical activity

Intent

At Newburgh Primary School we give pupils the opportunities to experience a range of activities within Physical Education and school sport in a safe and supportive environment. These opportunities will enable children to feel confident and secure about their bodies, become physically active, be competent at a variety of sports and adopt positive attitudes towards physical activity and good health. A balance of individual, team, co-operative and competitive activities will cater for all children's needs and abilities. This will all play a part in developing children's physical and emotional development.

Aims

We will work to ensure that pupils:

- Enjoy and achieve in Physical Education;
- Have the opportunity to be active outside of Physical Education lessons;
- Acquire and develop new skills across the Physical Education curriculum;
- Select and apply a range of skills and tactics to a variety of situations;
- Develop pupils own observational and analytical skills to evaluate and improve their own learning;
- Develop their knowledge and understanding of health and fitness and what contributes to a healthy lifestyle;
- Develop a sense of fair play and sportsmanship;
- Develop the ability to be a leader within a team and work with others to be a good team member showing good communication;
- To understand the importance of safe practice;
- Develop an awareness of rules to different sports and activities.

We will achieve our aims by endeavouring to provide an entitlement of two hours high quality Physical Education a week. We will also endeavour to provide a wide variety of out of school hours learning opportunities and community links, working towards every child participating in five hours of physical activity a week.

Implementation

Physical Education Curriculum

The Physical Education curriculum has been developed to cover all areas of activity outlined as statutory in the Physical Education National Curriculum 2000. The curriculum in this subject has been organised to ensure that children in both key stages have access to a range of sports and understand the importance of a healthy active lifestyle. Planning is supported by the Jasmine PE resources and planning with other resources available to support.

The teaching of Physical Education should be based around the four aspects:

1. Acquiring and developing skills.
2. Selecting and applying skills.
3. Evaluating and improving performance.
4. Knowledge and understanding of fitness and health.

We teach the four aspects through:

- Games (Invasion, net/wall and striking and fielding)
- Gymnastics
- Dance
- Swimming
- Athletics
- Outdoor adventurous activities
- Structured play (lunchtimes)

Inclusion

Teachers set high expectations for all pupils in their year group. Lessons are planned based on prior attainment, and appropriate assessment is used to set deliberately ambitious targets. Teachers take into account their duties under the equal opportunities legislation. Lessons are planned to ensure that there are no barriers to all pupils achieving, allowing opportunities to study a broad, balanced and full national curriculum. Identifying needs and ensuring all pupils have access to any specialist equipment or differentiated approaches to enhance learning. With the right teaching all children should achieve, no matter their identified. Top card resources have adaptations to ensure all pupils are included in lessons.

Facilities

The facilities available for the teaching of Physical Education at Newburgh Primary School include:

- Indoor hall.
- Two hard court playgrounds.
- Grassed playing field.

Every child swims at St Nicholas Park in Warwick for the minimum of half a term during Y3, Y4, Y5 or Y6.

Physical Education equipment is stored in the Physical Education shed on the Key Stage two playground. Each year group has a box of basic PE equipment to support the teaching of Real PE in their year group.

Health and Safety

The BAALPE publication 'Safe Practice in PE' is available to all staff. It should be noted that, in the event of an emergency, phones are within a short distance of all PE lesson locations and First aid boxes are available.

Facilities

Teachers should ensure that the area they are using for Physical Education is clear so that children can move freely. Children must be made aware of potential hazards i.e. piano and pillars in hall.

Equipment

Equipment must be checked by the teacher taking the lesson and any faulty equipment must be removed from the storage area and reported to the Physical Education coordinator.

Personal Safety and Hygiene

Children should wear recommended school PE kit that is appropriate for the Physical Education lesson they are participating in. Jewellery and watches are to be removed before the start of the Physical Education lesson. Earrings are not to be worn in Physical Education lessons and children must remove and put them back in themselves. If they have recently been pierced they need to be taped for six weeks. Long hair must be tied back appropriately. Inhalers and other medical equipment should be easily accessible and must be taken to offsite locations.

Warm Ups and Cool Downs

Warm ups and cool downs must be included in all Physical Education lessons. Children should be encouraged to explain the importance of warm ups and cool downs and why we need to keep fit and lead a healthy lifestyle.

Out of School Hours Learning

Lunchtimes

Lunchtime supervisors will set up structured activities and small games for all children to participate in with support of the Sports Coach.

After School Clubs

All children will be encouraged to participate in after school clubs. A variety of clubs will be available each term for different year groups. Children are encouraged to give feedback on clubs and suggest new ideas for different clubs. Some groups may be targeted for specific clubs or festivals throughout the year.

After School clubs will be led by teachers or qualified sports coaches. They will all be suitably qualified to the sport they are leading and will be DBS checked.

Impact

Assessment

Children are assessed at the beginning and end of a unit within Physical Education by using a core task. This will allow children's achievement and progress within a unit to be shown.

Assessment grids are provided by the Physical Education Coordinator and children's progress is monitored.

It is important that children are given the opportunities to recognise what they are good at and how they can improve. Children are encouraged to assess themselves in Physical Education lessons looking at their own performance and evaluating it.

Staff record children's attainment in PE using the school assessment system in line with the assessment policy.

Role of the Coordinator

The role of the Physical Education Coordinator involves:

- Reviewing Physical Education as a subject so that strengths and weaknesses are identified and addressed;
- Supporting colleagues in all aspects of the Physical Education curriculum;
- Monitoring the maintenance and replacement of equipment;
- Ensuring Physical Education working areas are safe for lessons;
- Assisting with assessment of the subject;
- Monitoring the teaching of the subject in Physical Education lessons;
- Attending meetings and courses to inform future development of the subject;

- Providing opportunities for colleagues to develop their skills and confidence within the subject;
- To ensure that pupils have the opportunity to become involved in extracurricular clubs;
- To monitor the delivery of the subject, including planning, across both key stages to ensure high standards are being achieved.
- Planning for the use of PE and sports premium spending in conjunction with the HT and Business manager.
- Providing an annual report to Governors on the impact of the PE and sports premium spending.

Monitoring and Review

This policy will be reviewed and monitored by the SLT