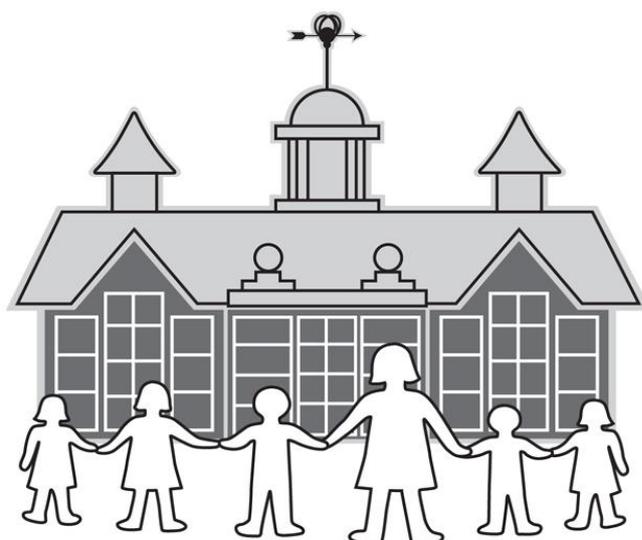


North Ealing Primary School



Physical Education Policy

Lead responsibility – Shane Burns	
Presented to Senior Management	June 2016
Presented to Staff	June 2016
Committee with oversight for this policy – Curriculum & Standards	
Policy to be approved by the Curriculum & Standards Committee	
Policy last reviewed by the Curriculum & Standards Committee	22/06/2016
Policy last ratified and adopted by Full Governing Body	N/A
Policy / Document due for review	June 2020

North Ealing Primary School

Physical Education Policy

Documents Drawn on:-

Curriculum 2014
Previous PE Policy
Youth Sport Strategy 2015

Statement of Intent:

‘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’ (National Curriculum 2014).

Rationale:

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.

(National Curriculum 2014).

Young people's participation should be the essential foundation on which all other outcomes are built upon, and that PE, physical activity and school sport must deliver three things for all young people:

- Physical literacy to ensure young people are confident movers
- Instill a love of sport based on a broad experience of participation, leading and volunteering in traditional and non-traditional sports
- Ensure an understanding of the value of physical activity and sport throughout life.

(A new strategy for Sport, Youth Sport Strategy, 2015)

Aims:

Physical development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility

- To appreciate of the value of safe exercising.

Social and emotional development:

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

Cognitive development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self esteem through opportunities to celebrate sporting success.

The PE Curriculum:

We aim to provide a well balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In the Reception Class (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week.

Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities.

A range of resources are used to support progression across the curriculum including: the Create Development 'Real PE' Scheme and sport specific programmes introduced via specialist coaches.

Inclusion:

- All pupils, regardless of race, creed, gender, class, ability or disability are given the opportunity to participate in PE in a safe and supportive environment.
- Teachers should be aware of the individual and differing needs of all pupils, including those with physical, emotional and learning difficulties as well as those pupils identified (or being monitored) as able and talented.
- PE and School Sport enable pupils to work in a team, promoting respect and positive attitudes towards others.

North Ealing PE Kit:

Both staff and children must be aware of the need for correct clothing and of the dangers of inappropriate clothing. They must also appreciate why particular clothing and protection are worn for different activities.

Staff: appropriate clothing and footwear, e.g. trainers

Pupils: the ideal clothing for each activity is set out below:

Indoor Activity:

- Plain navy or black shorts which are above the knee (no cycling shorts) – unless religious reasons dictate otherwise
- North Ealing t-shirt
- Plimsolls (not laces) or bare feet (if one child is barefoot then all children should be barefoot unless there is a good reason why they should not be)
- Bare feet for apparatus work

Outdoor Games:

- Same as indoor kit except a change of socks and trainers optional
- North Ealing tracksuit (if weather dictates)

In all above activities:

- No tights, cardigans are to be worn
- Long hair must be tied back
- Jewellery must not be worn, unless for religious purposes (covered with a sweatband)
- Stud earrings or small sleepers may be worn, if covered with tape
- All watches, stiff headbands, hair slides and other sharp hair accessories are to be removed

In swimming:

- Close fitting swimsuits/trunks should be worn (not shorts)
- A hat should be worn over long hair
- A suitable towel should be taken to the pool
- No goggles should be worn unless accompanied by a doctor's note
- Waterproof socks should be worn when necessary

In outdoor pursuits:

- As dictated by the activity (at the discretion of the teacher in charge)

Medical boxes must be carried by the teacher to the site of any PE activity.

Valuables should be locked away by the teacher in charge.

Equal Opportunities, Able & Talented and Special Educational Needs:

All pupils, regardless of race, creed, gender, class, ability or disability will be given the opportunity to develop their physical skills and understanding in a safe environment. All teachers should be aware of the individual and differing needs of pupils including those with physical, emotional and learning difficulties, as well as those pupils identified (or being monitored as) able and talented.

Implementation and Organisation:

North Ealing Primary School is committed to encouraging children to work towards 5 hours of PE, School Sport and Club Links Activities. We achieve this by

- Medium and short term planning which is organised by the class teacher in line with the Create Development 'Real PE' Scheme;
- PE which is taught primarily as a class or year group activity;
- Opportunities given which enable the children to perform and evaluate their own work and that of others;
- Welcoming private sports clubs;
- Swimming lessons offered to all children in Year 4;
- Sports clubs run by teachers before and after school;
- Running a week's Kingswood Centre (IoW) residential trip in year 5 where a timetable of Outdoor and Adventurous Activities(OAA) is followed

- Running a week's PGL residential trip in year 6 where a timetable of Outdoor and Adventurous Activities(OAA) is followed;
- Year 4 trip to Hillingdon Outdoor Activity Centre(HOAC) where team building skills are developed and OAA are offered;
- Running a competitive Sports' Day every year(nursery to Year 6);
- Competing in local football and netball leagues and tournaments;
- Competing in other sporting activities organised by Active Ealing and Willow Tree School Sport Partnership.

Impact:

- The impact of the school's positive and inclusive attitude to PE can be seen in the uptake of the various sporting clubs which are run on the school site – both fee-paying clubs and those which are run by the staff.
- A self-assessment survey will now be carried out which will look at the clubs and sporting activities which the pupils participate in both on and off the school site. This will give us an indication of the level of physical activity of our pupils compared with previous years.
- There are now many physical activities on offer at lunchtime in the playgrounds (supervised by Fit4Sport) which are increasingly popular with the children.
- We have a competitive Sports' Day across the whole school from Nursery to Year 6. This is looked forward to by the children and is attended by many parents/carers with the 'House' which wins having a cup displayed, with their ribbon on, in the display cabinet all year.

Attendance:

Participation in lessons is expected. The following procedures should be implemented when this is not the case:-

- Pupils should, whenever possible, remain with class and be given relevant work
- If failure to take part is due to not having their kit, then pupils should present kit to the class teacher the following day.
- Failure to do the above may result in parent consultation.

Resources:

- Equipment: PE equipment stores are available adjacent to the 'old' hall and a small storage space in the 'new' hall as well as outdoor storage units. All should be maintained in an orderly fashion and checked at the end of each lesson by the ***class teacher***. Storage, collection and returning of apparatus to and from the correct place should be an integral part of the learning process and should be overseen by the ***class teacher***.
- The PE coordinator may be consulted to assist in all PE matters.
- Space: 2 playgrounds (with netball courts on), main hall, adventure style play equipment and access to Pitshanger Park (when needed).

Assessment:

- We consider assessment to be an ongoing activity. Children should be observed and assessed as often as possible when engaging in physical activities.
- Each unit of work is directly linked to the Create Development 'Real PE' Scheme and progress is measurable using this central core.
- At the end of each unit, assessments are made using the level descriptors and noted for both individuals and classes.

See also Policies on:

- SEN
- Early Years Foundation Stage
- Equal Opportunities
- Assessment and Record Keeping
- Teaching and Learning
- Health and Safety
- Able and Talented