

**Hucklow Primary**  
**School**  
**Physical Education**  
**Policy**  
**2016-2017**

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# Hucklow Primary School

## P.E Policy

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. Aims and Purposes:

P.E at Hucklow offers opportunities for children to:

1. Develop a positive attitude to participate in physical activity.
2. Make informed decisions about the importance of exercise in their wider life during school, after school and in adulthood.
3. Become skilful and intelligent performers by acquiring and developing physical competence and confidence in a range of physical activities and contexts.
4. Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
5. Develop ideas in a creative way.
6. Set targets for themselves and compete against others individually and as team members.

7. Provide opportunities for all children to participate in all activities at their own level whilst extending their skills and knowledge to achieve their potential.
8. Become a good sports person, who plays fairly and can develop a team spirit.

## **2. Foundation Stage**

### **Physical development in the Early Years.**

#### **2.1: Foundation Stage 1**

Physical skills and development are provided for through the continuous outside provision. Children are able to develop and refine their gross motor skills through:

- climbing equipment
- balls, bats and hoops
- bikes and scooters
- These are rotated throughout the week to ensure all skills are mastered.
- Small group PE sessions

#### **2.2: Foundation Stage 2**

P.E falls into two categories:

### **2.2.a: Taught sessions**

Teachers use the 'moves' scheme of work comprising of Dance, Gymnastics Games and Core skills. Lessons follow the same structure as further up school and children are taught the skills and movement needed but also the skill of evaluation of others, and individual assessment using a success criteria.

### **2.2b: Continuous provision**

The skills and knowledge gained through the taught session are applied in the outside provision in which children have access to various P.E equipment. These are used independently on a daily basis.

Physical development in the Foundation Stage also includes both fine and gross motor skills. (See Foundation Stage Development profile).

## **3. Key Stage 1**

Children are required to follow a curriculum in which they develop a range of skills:

- Agility, balance and coordination.
- These skills are taught through- dance, games and gymnastics
- Dance also includes- performing, appreciation and evaluation

## **4. Key Stage 2**

Whilst following a P.E curriculum, the children are applying the skills they have learnt in a variety of different context:

- Team games-Fielding, attack and defence.
- Dance- performing, appreciation and evaluation.
- Gymnastics-both floor work and the use of apparatus.

## **5. P.E Lessons:**

### **5.1: Teachers and Teaching assistants should ensure that:**

- All lessons are inclusive.
- One lesson is taught by an Archers coach and the other is taught by class teachers.
- All lessons are supported by the 'imoves' frame of work.
- Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities.
- Teach assistants need to show active participation in the lessons with the teacher and Archers coach- making sure that they are modelling best practice within each session.
- All lessons have a clear Learning Objective and Success Criteria to support learning.
- Lessons are clearly differentiated to ensure progress for all learners.
- Each lesson delivered by the teacher follows the schools 'imoves' scheme of work.
- Children are assessed through assessment grids - given to class teachers by the PE coordinator.
- Teachers and TAs are responsible for keeping a PE handbook that displays evidence of the unit of work the children have been working on. This should be kept up to date each half term with one page showing the skills the children have learnt. The assessment grids may also be kept in the handbook.

### **5.2: The children should:**

□ Have an opportunity to work independently, in pairs, small groups and large teams.

□ Evaluate one's own work and the work of others.

□ Have an opportunity to try new sports.

□ Pupils should follow written and verbal instructions accurately.

□ Follow safety expectation.

□ Safety is further enhanced by emphasis on the following:

i. The need to wear correct clothes/equipment.

ii. The removal of jewellery.

iii. The need to follow rules.

iv. How to lift, carry, move and place heavy equipment.

v. The need for warm-up and recovery period when exercising.

## **6: Correct P.E clothing:**

### **6.1 Indoor P.E lessons**

Boys- blue or black shorts

-White t-shirt

-Black P.E shoes

Girls-blue or black shorts /leggings

- White t-shirt

- Black P.E shoes

### **6.2: Outdoor P.E lessons**

Children should wear the above clothing stated or a tracksuit.

### **6.3: Jewellery**

□ Jewellery should not be worn. If ears are pierced, only studs should be worn and they should be taped.

\*Staff are not to take earring out of children's ears nor take responsibility for items of jewellery.

## **6.4:Headscarves**

"Head scarves, where worn, are tight, secured in a safe manner, particularly at the side of the face and unlikely to obscure vision or catch on anything that may put the wearer at risk" (Pg144: Safe Practice in Physical Education and Sport: Whitlam,P 2012)

**6.5 Religious and cultural festivals-Ramadan** Staff are aware that during cultural festivals that require specific dietary requirements will result in a depletion of normal energy resources. In such circumstances, staff expectations relating to performance e.g sustained running may need to be reviewed and challenge will be adjusted to accommodate individual need.

## **7. Cross Curricular Links**

### **Science**

a. Health and Fitness.

### **Maths**

a. Speed.

b. Distance.

c. Time.

d. Measuring.

e. Recording.

f. Handling Data.

### **English**

a. Speaking and Listening.

b. Subject-specific vocabulary.



## **Music**

- a. Rhythm.
- b. Tempo.

## **ICT**

- a. Use of stop watches.
- b. Use of digital camera and digital video.
- c. Use of the internet for researching sporting events.

## **History**

- a. Dances relating to the Tudors
- b. Dances relating to the Vikings- linked to the TASC wheel.

## **8.Lunchtime/Playtime Activities**

Hucklow Primary School provides the opportunity for all children to take part in adult directed and non- directed tasks during lunchtime breaks.

These activities range from:

- Cricket
- Football
- Skipping
- Volleyball
- Connect 4
- Stacking cups
- Playground equipment for individual games/ free choice play.
- Wii dance

The above forms the daily/weekly routine at Hucklow Primary

School, but in addition to this, we have half termly opportunities that are organised events from other agencies (see links with Sporting Organisation).

### **8.1 Lunchtime Supervisors/ Teaching Assistants**

Lunchtime supervisors are trained by the Arches School Sports Partnership twice a year in which their skills in facilitating children's play and also leading activities are observed, assessed and adapted in line with the needs of the children.

### **8.2 Year 5/6 Young Leaders**

15 Year 5 and Year 6 children have been trained by Arches coaches to take on a leadership role at lunchtime. These children work with younger children in developing games and providing a positive role model.

### **8.3 Extra -curricular activities**

Each half term an Arches sports coach will deliver:

- three lunchtime clubs
- two after school clubs

These will occur every week for the academic year 2016-17

All children will therefore have an opportunity to take part in a sporting club.

## **9. Links with Sporting Organisations:**

Arches School Sports Partnership- this organisation provides opportunities to work with professional coaches at lunchtime clubs, after school clubs and during curriculum time.

Children have opportunities throughout the year to take part in competitions and events with other schools in large sporting venues.

We also have opportunities for Archers coaches to work with the teachers as part of whole school CPD opportunity to upskill teachers in the certain aspects of PE.

Year 3 and year 4 children have the opportunity to learn to swim. All children are expected to be about to swim 25metres by the time they leave Year 6.

## **10.P.E Co-ordinator Role.**

A named person is appointed to take the lead in overseeing all aspects of P.E in school in line with school policy.

- Provide teaching staff with a curriculum to follow.
- Provide an audit of provision in school and a development plan.
- Provide staff with links to curriculum development.
- Liaise with other members of staff in offering lunchtime opportunities from outside agencies.
- Primary Link Teacher with the Arches.
- Liaise with sporting organisations that works with our school.
- Provide a timetable of sporting opportunities throughout the year.
- Providing links with parents in the form of a monthly newsletter and updated web site information.
- Provide a structure of how the Sports Funding will be used at Hucklow Primary School to have a sustainable impact upon the attainment and achievement of all children.
- Provide a display area for children, staff and parents to inform every one of sporting achievements or events.
- Order equipment and resources.