



# PEAR TREE PRIMARY SCHOOL

## Physical Education Policy

Date agreed	June 2018
Date for Review	June 2020
Headteacher	Boo Edleston
Chair of Governors	Simon Holden
Signed on behalf of the Governing Body by: ) Name: Rosemary JONES	Signature: <i>Rosemary Jones</i> Date: 26/06/2018
Signed on behalf of the school by: Boo Edleston Headteacher	Signature: <i>Boo Edleston</i> Date: 28/6/18

# Physical Education Policy

## Pear Tree School



### **Philosophy:**

Pear Tree school is committed to delivering 2 hours of high quality PE a week for each class. All sessions will contain elements of the National Curriculum. Physical Education improves health, improves concentration and promotes physical development.

### **Foundation Stage:**

Within the foundation stage classroom the children have access to an environment which enables them to learn the importance of good health and having physical exercise (health and self-care). The learning environment is set up to include a range of resources/equipment which enables children to develop control and coordination. As well as moving confidently in a range of ways negotiating space. The children also learn how to handle equipment and tools effectively (moving and handling). The children in the foundation stage receive one real PE lesson each week, one forest school session and have continuous provision available throughout the week to develop their physical development.

### **KS1:**

Key Stage One pupils will be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns. (New National Curriculum)
- ½ termly forest school sessions
- Swimming for ½ term for years 1&2

### **KS2:**

Key Stage Two pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example basketball, cricket, football, hockey, netball, rounder's and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).

- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. (New National Curriculum)
- Swimming for ½ term for each class.

Pupils in both Key stages will be encouraged to develop and extend their range of skills. As the children progress through into KS2 they will learn how to use their skills in different situations. Communication and collaboration is key for pupil development, assessing performance and highlighting ways to improve is taught throughout the school.

### **Aims:**

- Develop competence to excel in a broad range of physical activities
- To promote a healthy and active lifestyle.
- Raise awareness of the importance of living a healthy and active lifestyle.
- Promote a range of sports and activities for all children to access.
- Develop communication and social skills.
- Develop team work and co-operation.
- Develop confidence and self-esteem.
- Ensure equal opportunity for all pupils.
- Gain an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.
- Through the Government Funding for sport the school will, where possible, provide opportunities for both pupils and teachers to work with and alongside PE specialists and sports coaches. The aim is to enhance specialist and coaching facilities and to develop the skills and expertise of staff to better coaching, mentoring and advice to pupils across the whole PE and sport spectrum. Spending will be reviewed and published on the school website.

### **Guidelines:**

- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum.
- Integrate, where possible; into other curriculum areas.
- Involve the outside community where possible.

**Units of work:  
KS1:**

**KS1 PE Timetable**

Half Term	Reception	Year 1/2
1	EYFS (basic movements)	Basic skills linking to games. (small groups and teams)
2	Gymnastics	Gymnastics
3	EYFS Dance	Dance
4	EYFS (basic attacking/defending principles)	Team Games (attacking/defending principles)
5	Summer Games	Summer Sports
6	Athletics/Sports day	Athletics

**KS2:**

**KS2 PE Timetable**

Half Term	Area
1	Basic skills linking into Competitive sports. (catching/throwing/passing/dribbling)
2	Gymnastics (Small/large apparatus and equipment) (Floor work/routine)
3	Dance & Personal fitness (Group routine) (circuits/stations)
4	Competitive Games (Football/netball/tag-rugby/hockey)
5	Summer Sports (Cricket/tennis/rounder's/golf)
6	Athletics (track/field)

**Assessment:**

All students are assessed every term by coaches and teacher and this is recorded onto our assessment grids. This consists of National curriculum requirements and teacher assessment, using photographs and videos to support judgements.

- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to evaluate the performances of self and others.
- How well the child interacts with other members of the class in team situations.
- Is the child motivated and enthusiastic about sport?

- Has the child any specific problems which need to be addressed? If so appropriate intervention will be put into place.

### **Risk Assessment and Safety:**

- All areas of the school will have an individual Risk Assessment (Hall/Playground/Grass).
- Equipment to be checked by PE Co-ordinator. If equipment isn't safe to use, it will be removed and replaced.
- All other equipment to be stored in the PE store located outside. The PE store is to be locked at all times, with the key being kept in the school office.
- Tie long hair up
- No jewellery to be worn, or cover with tape if cannot be removed.
- Recognise health and safety considerations within the area they are working.
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision, which will be checked by a teacher before use.

### **Children without Kit:**

At the beginning of each term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head or Class teacher. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem an informal conversation with the parents will take place and playtime will be missed by the student.

- Children need both indoor and outdoor footwear.
- A school PE top, blue or black, black shorts, trainers or pumps
- All of this kit should be stored in a named bag in class all of the time.

### **Links with other subjects:**

PE links to other subjects, English (recount, report and instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting/measuring and graphical representation of data). Computing is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

### **Equality:**

All aspects of PE will be taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives will be set in line with the school's Special Needs and Equality Policies.

### **Safeguarding:**

All adults working with children in school with children will be DBS checked.

### **Out-of-school-hours Learning (OSHL):**

Varied extra-curricular activities (both competitive and non-competitive) compliment and supplement the range of activities covered in curriculum time. The planned programme for 2017/2018 and 2018/19 reflects a breadth and balance across the national

curriculum areas of activity, including dance, games and athletics. A range of interschool fixtures, tournaments and festivals within the Crewe and Nantwich Schools Sports Partnership. The timetable of clubs and events will be published at the beginning of each term on the calendar, and this together with the school's fortnightly newsletter and the PE notice board will raise awareness about OSHL generally.

**Extra-Curricular Activities:**

- A range of after-school clubs available for all students.
- Competition against other primary schools in a wide range of sports through local school arrangements. These games to be organised at cluster meetings or by the local high schools/sports clubs.
- Friendly matches against local schools in a range of sports.

Signed: \_\_\_\_\_

June 2018

Review Date: June 2020