

KINETON GREEN PRIMARY SCHOOL



PHYSICAL EDUCATION POLICY

April 2020

Revise 2023

The overall aim of this policy is

- To increase activity levels and well-being of the whole school in line with national targets through the provision of a supportive environment that encourages and enhances physical activity and a healthy life style within and outside the curriculum.

Aims for Physical Education from National Curriculum

A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for our 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.

At Kineton Green we aim to ensure that all children:

- 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
- provide opportunities for all children to improve performance in Physical Education through an enjoyable programme
- help our pupils to move efficiently and safely by improving their agility, control, balance, co-ordination and fitness.
- develop self-esteem by valuing each child's contribution

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.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should 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 (gymnastics/games activities)
- participate in team games, developing simple tactics for attacking and defending

- perform dances using simple movement patterns.

Key stage 2

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to:
 - use running, jumping, throwing and catching in isolation and in combination
 - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders 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.
- **Swimming and water safety**
 - provide swimming instruction in year 3 key stage 2.
 - In particular, pupils should be taught to:
 - swim competently, confidently and proficiently over a distance of at least 25 metres
 - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
 - perform safe self-rescue in different water-based situations.

Kineton Green follows the aims and outcomes as set out in the **Every Child Matters; Change for Children** document. Every child will have the support they need to:

- **Be healthy, through the provision of;**
 1. opportunities for regular and frequent physical activity indoors and outdoors through out the school year
 2. the development of physical coordination, mobility, flexibility, strength and stamina

3. the promotion of the physical and psychological benefits of participation in sporting activity whilst at school and throughout life
4. the promotion of positive attitudes towards physical activity and an understanding of its effects on the body in relation to health, fitness and well being
5. opportunities which help children to develop socially and emotionally through individual, group and team competition and co-operation
 - Stay safe, through the provision of;
 1. a safe, well planned and resourced learning environment
 2. the promotion of an understanding of safe practice, and development of a sense of responsibility towards their own and others' safety and well being.
 - **Enjoy and achieve, through the provision of;**
 1. opportunities to explore and experiment with movements and actions, to observe, remember, repeat and refine actions and to perform them with increasing control, coordination and fluency
 2. opportunities for all pupils to reach their maximum potential, regardless of their race, gender, cultural background or physical ability
 3. opportunities to understand what it takes to persevere and succeed
 - **Make a positive contribution, through the provision of;**
 1. opportunities to represent their house team/school in a range of sporting activities
 2. opportunities to participate in residential outdoor and adventurous activities
 3. opportunities to acknowledge and celebrate the success of other children
 4. opportunities to take responsibility for, and take care of, resources
 - Achieve economic well-being, through;
 1. a policy and ethos which promotes a healthy attitude to exercise, sport and team games and encourages healthy lifestyles which will be carried through to adulthood.

Physical Education in the Curriculum

Physical Education is a National Curriculum foundation subject. During each school year the children in Foundation Stage and Key Stage One and Key Stage Two will be taught:

Movement

Using skills and techniques

Range of activities application

Dance

Cooperation(social)

Competition

Games
Tactics- attack/defend
Challenge
Analysis and evaluation
Preparation for life and participation
Health and fitness

In addition to these areas we will ensure that compulsory swimming lessons are provided to children in Year 3.

Time Allocation

Physical Education is taught from Foundation Stage through to Year 6. Foundation Stage has 2 x ¾ hour sessions. In addition to this, Foundation Stage has an outside curriculum that involves physical activity. Year 1 and 2,3,4,5 and 6 have 2 x 1 hour sessions. The Kinton Mile is also participated in 2 times per week during an afternoon (weather permitted) by Years 1-6.

Foundation Stage

The Foundation Stage prepares children for later schooling. Kinton Green follows DFES and Solihull Early Years Foundation Stage Framework Guidance documentation, which lays a secure basis for children's future learning.

The area of learning 'Physical Development'

Early learning goal – moving and handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Early learning goal – health and self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Through the Early Years Foundation Stage curriculum children are given opportunities to:

- develop awareness of space both indoors and outdoors
- use a range of equipment
- develop their movement vocabulary
- increase independence skills.

The area of 'Expressive Arts and Design covers expression of ideas, creativity and originality and relates to the area of Dance.

Curricular links to the 5 Golden Bees

Be respectful – cooperative individuals – to be able to participate positively as part of team.

Be safe and healthy – the ability to make choices which help contribute to a healthy lifestyle.

Learn the importance of being trustworthy and honest when it comes to partaking in personal bests – otherwise how will you really know your own achievements?

Be confident – enjoy life and be happy, feel valued, motivated, have built good self-confidence and self-esteem- physical education is very much linked to positive well-being.

- Be a life-long learner – cooperate with their peers and respect one another when learning collaboratively – sports really encourages positive team work.

Opportunities for Developing Links with PSHE/SMSC

Spiritual

- Develop self-esteem and self-knowledge.
- Allow children to express themselves in a variety of ways and give them time to reflect on their experiences.

Moral

- Respect other people and their property.
- Understand the difference between right and wrong.
- Appreciate and show concern for how their action may affect themselves and others.

Social

- Participate co-operatively and productively.
- Work successfully with other children and adults.
- Realise their own strengths and weaknesses.

Cultural

Respond to the different cultural environments in terms of music and sport.

Teaching and Learning

Long term planning for Physical Education (produced by the Sports Coach) provides an overall view of the units of work that are to be followed in all five areas of activity, games, gymnastics, dance and athletics, fitness. There is a focus on 2 units of work per activity in each term. Medium term planning

(produced by the Sports Coach) identifies the learning outcomes that are to be covered each term. The learning objectives have been developed by the Sports Coach in school to help ensure continuity and progression throughout the key stage.

Real PE is the scheme of work taught by class teachers from FS2 – Year 6 using progressive and sequenced lesson plans that encourage development of creativity, etc, etc, etc. Long and medium term planning is provided with this scheme and is to be used for one lesson per week. The sports coach and/or individual teachers are responsible for short term planning and the delivery of the other PE lesson delivered to their class. Teachers are to work collaboratively with the sports coach and the Subject Leader whenever necessary.

Class Organisation and Differentiation

All children are taught in class groups for all aspects of P.E. Lessons are delivered to encourage full participation by all children, whatever their ability, and planning reflects the need for differentiation whether by task or outcome. Different rates of physical development and experiences are taken into account. The Real PE planning provides information on how to adapt lessons in order to suit needs of individuals. The scheme of work ensures that teaching styles are implemented in a variety of tasks that provide a balance of group, paired and individual work.

S.E.N.

Each teacher has key information on pupils with details of potential barriers to learning. Advice from other experts will be obtained if we are concerned about pitching the level of participation and adapted tasks for a child with specific needs. We always focus on what is possible and look at the child's ability rather than the disability.

Equal Opportunities and inclusion

We aspire to meeting the needs and interests of all pupils regardless of gender, culture, ability or aptitude. Every pupil has an entitlement to national curriculum physical education. All children are encouraged to provide their views of PE and the before and after school clubs provided, these are taken into consideration when planning subsequently.

Good quality work to the best of the children's ability is a target for everyone. We promote social learning by enabling the children to use and share the space and equipment safely, to work co-operatively with partners and in small groups, and to appreciate each other's work.

Pupils recognised as '*gifted and talented*' are also to be catered for. There are a wide range of school and district teams, as well as competitive activities that can be used as an avenue of encouraging and developing more able pupils further.

Assessment and Record Keeping

FS2 assessment is done on tapestry and links are made between REAL PE lessons and the Early Years Foundation Framework. Year 1,2, 4, 5 and 6 teachers are encouraged to use REAL PE assessments half termly to ensure progress and development across the key skills. The Sports Coach also records assessments based on the topic she is covering.

This information supports the class teacher and informs future teaching and learning and will give a level at the end of each assessment opportunity. It also informs fine and gross motor intervention groups.

Year 3 swimming assessment data is obtained by PE Lead every half term, shared with the necessary teachers and saved onto the w-drive. This data can be used to inform future arrangements of further swimming lessons that may be provided to Years 4,5 and 6 pupils who are not competent swimmers.

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.

Monitoring and Evaluation

The delivery of this policy and its effectiveness are monitored and evaluated by the subject leader within our procedure for School Self-Evaluation (SSE) each year. The success of this policy is an integral indicator for the National Healthy Standard (NHSS). During the course of the year the Subject Leader will monitor PE through pupil interviews, questionnaires, feedback from staff and lesson observations where applicable.

Resources

Resources are recorded, stored, monitored and maintained. These are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning. All resources are stored in either the indoor hall cupboard or the sheds on the courts and playground. It is the responsibility of all teachers to ensure the correct method of collecting and returning resources and the appropriate care and use of this equipment are followed. Teachers are asked to let the PE Lead know if they feel any new resources would be beneficial. Children are also asked to give their views and requests for break and lunch time equipment regularly and this is considered whenever a new order is placed.

Safety

Kinton Green follows the guidance in the BAALPE document for Safe Practice in Physical Education.

All teachers are responsible for safety in their own lessons and should, therefore, be familiar with the procedures associated with the teaching of particular activities.

It is imperative that positive behaviour is maintained throughout a P.E. lesson. Pupils should always be aware of what is expected of them, the reason for that expectation and potential consequences if they do not follow the instructions. The noise level should always be such that the pupils can hear the teacher's instructions/signals. Class teachers should position themselves in the hall so that they are able to observe the whole class. They must be constantly watching the pupils' actions. They must ensure they have their first aid bag with them during every lesson.

If an accident occurs during a P.E. lesson, the teacher should ask all pupils to stop what they are doing so that full attention can be given to the injured child. If it is a serious injury, a responsible child should be sent to gain assistance.

Some asthmatic pupils may need to keep their inhaler at hand during a P.E. lesson and, if this is the case, they should be taught to take responsibility for requesting this themselves.

If any damage occurs to apparatus or resources it should be reported to the P.E. Subject Leader immediately.

Dress Code

Teachers and support staff should change into correct footwear and clothing as a role model, prior to a PE lesson. It is important that teachers' footwear enables them to move quickly without risk of slipping.

For pupils, the dress code exists to ensure safety and teachers must ensure it is adhered to.

In Years 5 and 6 it is suggested that the girls and boys change separately to allow some degree of privacy.

Indoor Kit

Black shorts
Coloured t- shirt
(with Kinton Green logo optional)
Black, grey or white socks
PE pumps

Outdoor Kit

Plain black tracksuit jacket
Plain black tracksuit bottoms
Coloured t-shirt
(with Kinton Green logo optional)
Black, grey or white socks
Trainers

Swimming Kit

Towel
Swimming costume/trunks
Swimming hat

Any jewellery must either be removed or covered with micropore, as it is potentially dangerous. Where it is not possible, for religious reasons, a disclaimer form must be completed by the parents/guardians after consultation with the P.E. Subject Leader. Long hair must be tied back at all times.

Extra curricular activities

There are opportunities provided for extra-curricular activities in Foundation Stage, Key Stage 1 and 2 that reflect the interests of the staff and children in the school. These activities provide opportunities to improve skills and compete with children from other schools when possible. The school has a Sports Coach working within the school providing support for curriculum PE and running out of schools learning activities and clubs. An external Dance agency provide weekly dance club and the head teacher provides a weekly netball session.

There are also some competitive opportunities provided to classes during school time throughout the year e.g. multisport events. These will be booked and organised by the Subject Lead (via South Solihull School Sport Partnership) who will liaise with the relevant class teacher and office staff to make arrangement accordingly.

Additional Provision

In addition to the PE curriculum we:

- provide all pupils with opportunities to be physically active through out-of-hours activities by offering a wide range of activities before and after school
- promote physical activity during breaks and lunchtimes and pupils are encouraged to be more active at these times by lunchtime supervisors and Year 6 leaders
- encourage children Years 1-6 to run a mile on 2 days a week that they do not already engage with a PE lesson
- provide pupils with the daily opportunity to engage with a personal best challenge which is displayed in the corridor

School Sports Partnerships

School Sport Partnerships were launched in September 2000, to help achieve the overall objective, a joint DfES and DCMS public service agreement target, to enhance the take up of sporting opportunities by 5-16 year olds.

The SSCo (School Sports Coordinator from Langley Secondary School) and the PLT (Primary Link Teacher) worked together to produce and implement a 3 year development plan that will achieve the following outcomes for young people.

- Increased participation in high quality PE
- Increased participation in high quality informal activity (e.g. playground)
- Increased participation in high quality out of schools hours learning (OSHL)
- Increased participation in high quality competition and performance
- Improved attitude, behaviour and attendance in PE, sport and whole school
- Increased attainment and achievement in and through PE, OSHL and sport
- Increased participation in community based sport.

KEY OBJECTIVES

Kineton Green's agreed priorities are as follows:

- Ensure all pupils have access to opportunities to participate in at least 2 hours of high quality PE through a variety of physical activity
- Increase pupils' knowledge, understanding, experience and attitudes towards participation in physical activity
- Continue to contribute to optimum pupil behaviour, physical fitness, mental wellbeing, growth and development assisting pupils to reach their full learning potential
- Use funding to help provide high quality resources and experiences to all children
- Ensure pupils enjoy active break times

- Improve self-esteem and confidence and ensure no pupils are discouraged from physical activity
- Provide a range of extra curricular activities and ensure the views of pupils/parents/staff are considered when planning these
- Provide consistent messages in school about physical activity both within and outside the taught curriculum
- Value the contribution that can be made by members of the school community (teachers, parents, students) as role models and supporters of the benefits of physical activity
- Promote the celebration of sporting events and competitions
- Encourage pupils/parents/staff to keep fit in their daily lives by encouraging walking to school and all other physical activity engagement

GUIDELINES

It is agreed that the school will:

- provide at least two hours of curricular physical education for each year group
- deliver a broad and balanced PE programme which complies with statutory requirements and is accessible to and meets the needs and interests of all pupils
- offer schemes of work which ensure National Curriculum requirements are met and progress is measured
- timetable PE to maximise activity time
- consider grouping of pupils to ensure inclusivity
- explore and develop cross-curricular links as appropriate
- consult and involve parents in decisions about physical activity in school when possible
- Promote physical activity
- Encourage active play and lunch times with the support of playground leaders and lunch time supervisors
- Provide appropriate extra-curricular activities for each Key Stage
- parents receive information and ideas on how to encourage their children to become more physically active through our newsletters
- specific events are organised throughout the year that promote physical activity and raise its profile across the whole school community

Staffing responsibilities

All teaching staff at Kineton Green are responsible for delivering the PE curriculum and encouraging physical activity. In addition to this:

- The PE Lead is responsible for ensuring that the physical activity policy is up to date and being implemented by all staff
- all staff/helpers involved in promoting, supporting or leading physical activity (including lunch time supervisors) are provided with regular opportunities for professional development and are expected to engage with these
- all adults involved in out-of-hours provision have appropriate qualifications and have undergone a DBS check

- the school is committed to safe and effective exercise procedures and these are clearly stated in the PE Policy and the Health and Safety Policy
- all staff are responsible for encouraging an active classroom approach, ensuring children have movement breaks when necessary and taking on board advice from the PE Lead on how to be an active class

Monitoring and evaluation

The physical activity policy will need to be reviewed and amended to reflect any changes.

Monitoring and evaluating this policy will help to provide the evidence needed for the National Healthy Schools Physical Activity criteria. The PE Lead will work alongside the PSHE Lead as necessary when the PSHE Lead completes the criteria for National Healthy Schools.

The monitoring and evaluation of physical activity needs to examine:

- the fine and gross motor skills of the children, signposting these to receive intervention if needed
- the percentage of pupils participating in out-of-school-hours clubs
- the percentage of pupil premium children participating in out-of-school-hours clubs
- the potential links to clubs/activities within the community
- the number of pupils who achieve 60 minutes of physical activity each day within and outside the curriculum
- how active a classroom is using the heat map tool provided on the active planner website
- the amount of opportunities given to children to engage with competitive sports both inside and outside of school

This will take place:

- through interviews with pupils – to ensure their needs are being met and that positive attitudes towards physical activity are evident
- by staff assessing and reviewing pupil achievement and attitudes within physical activity lessons using REAL PE assessment and PE Lead reflecting regularly on this
- by lunch time supervisors reporting back to the PE Lead regarding physical activity and well-being at lunch times
- by collating and examining the data available regarding pupils and engagement with out-of-school-hours clubs
- PE lesson observations done by the PE lead when possible