



Together

Everyone

Achieving

More

**Together** with friends, families and community we care for ourselves, each other, our school and our world.

**Everyone** has access to a broad, balanced and stimulating curriculum, whatever their gender, race, ethnicity or ability.

**Achieving** our best is what we aim for every day we come to school.

**More** independence makes better learners and helps us to become good citizens.

### Aims

1. To contribute to the physical development of each child, including growth, fitness and strength alongside both fine and gross motor skills.
2. To promote a healthy lifestyle by ensuring children are aware of the issues regarding health related fitness allowing children to make informed choices around healthy living.
3. To establish pupils' self-esteem and confidence facilitating them with the skills to cooperate effectively in a team as well as performing to the best of their ability alone.
4. To develop the ability to select and apply a range of skills accurately to an appropriate level as well as to develop compositional ideas and thinking.
5. To provide all children with the opportunity to complete both in school and outside.

### Guidelines

- Deliver broad and balanced PE lessons following the guidance of the New National Curriculum.
- Develop the fitness of pupils by ensuring an appropriate challenging curriculum is taught that incorporates suitable fitness building activities.
- Plan and deliver a curriculum accessible to all learners – Inclusion of SEN, Physically impaired as well as challenging children who are gifted and talented.
- Involve the wider community where possible – E.G Sports days and competitions.
- Provide the opportunity for all children to compete at an appropriate level both inside school and out.
- Ensure all pupils wear the Spring Vale's expected PE kit ~ (see below). Also ensure all members are staff are wearing appropriate clothing.

### The Physical Education Curriculum

#### Time allocation

Each year group is timetabled at least 2 hours of Physical Education per week which is split into two hour long lessons. One of

these lessons is led by external sports coaches, focusing on competitive sports and activities such as football, multi-skills and athletics whilst the second lesson is taught by an internal Dance/gymnastics instructor alongside the class teacher.

### Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved through carefully devised plans, use of support staff, mixed ability groups and recognising the potential dangers of stereotyping.

### Lesson structure

1. **Warm up** – gentle exercise or stretching.
2. **Introduction** (or Revision) – individual or pair work.
3. **Development and new learning** – more challenging tasks in small groups.
4. **Application** – transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics.
5. **Cool down** – gentle stretching.

### Physical Education in Foundation Stage

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

### Further points to consider

- Ensure all children wear full PE kit.
- Use both teacher and pupil demonstrations to support all verbal explanations.
- Provide opportunities for both team activities and individual activities.
- Ensure all activities provide maximum physical involvement for all pupils.
- Provide all learners with appropriate challenge.
- Encourage honest competition and team work.
- Select suitable equipment for the age and ability of the children and encourage children to demonstrate independence handling equipment both during lessons and when setting up and packing away.
- Ensure understanding through questions on the selection and application of skills.

## Health and safety

### Indoor PE kit

- Black shorts
- Blue jogging bottoms
- Blue polo top
- Black school pumps.

### Outdoor PE kit

- Blue polo top
- Burgundy logo hoodie
- Jogging bottom trousers
- Trainers

### Jewellery

Jewellery should not be worn unless for valid religious reasons. Newly pierced ears – stud earrings must be worn and covered by tape or plasters. Members of staff are not to assist children with removing or putting in earrings.

### 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)

### Religious and cultural festivals

During cultural festivals that require specific dietary requirements, staff are aware this will result in a depletion of normal energy resources. In such circumstances, staff expectations relating to performance will be reviewed and challenge will be adjusted to accommodate individual need.

### Accidents

For minor injuries such as bruises and bumps, children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid located at the school office where accident forms are to be completed. For serious accidents such as head injuries, serious cuts or suspected fractures the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

### Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class such as asthma, diabetes or epilepsy and plan accordingly to allow all children to participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

### Other issues

Swimming sessions have been risk assessed as well as the premises by the site manager. All playgrounds and hall (including apparatus) will be safety checked regularly.

### Recording and Assessment

In line with overall school policy, teachers should make notes of significant achievement against the progression maps for each PE unit. Children will be assessed according to their ability through a grading system – 1 (Below ARE) 2 (ARE) or 3 (Above ARE). Dance and Gymnastic assessments by class teachers and internal coach are to be kept in the PE subject file whilst all other Physical Education assessments completed by external sports coaches are filed and located the staffroom. During swimming lessons, distances achieved Awards passed should be noted certificates will then be presented.

### Extra-Curricular Activities

Spring Vale is fully committed to providing extra-curricular sporting opportunities. These include:

- Weekly after school street dance club available to all age groups and in a range of activities.
- Friendly football matches against other schools/groups.
- Weekly after school gymnastic club available to all age groups and in a range of activities.
- Interschool gymnastic competitions.
- Soccer 2000 after school club.
- Healthy Lifestyles club
- 2 lunchtime clubs per week – cheerleading, dance and multi-skills (rota based)
- Diversity competition club
- Classes in Years 4,5 and 6 go swimming each term with an aim to swim 25m by the end of Y6.

PE subject leader: Miss B Cox / Mr J Marsh

PE deputy leader: Miss Edwards

Policy reviewed: September 2023