

Physical Education Policy

1. Aims and objectives

1.1 At Hollywood Primary School we believe that the Physical Education Curriculum makes a significant contribution to a child's physical, emotional, intellectual and personal development. Children's feelings about their physical ability and their attitude to sport will often carry over into adolescence and adult life. We aim to provide an enjoyable, satisfying and balanced programme, which will develop these skills and attitudes conducive to involvement in an active and healthy lifestyle.

1.2 The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- to promote enjoyment of physical activity with every child participating in the 'Hollywood Mile' for 10/15 minutes per day.
- to provide a variety of experiences within Curriculum PE including gymnastics, dance, fitness exercises, individual and team games both indoors and outdoors. Swimming is available to all children from Y4-6 who cannot swim 25m. Whilst those who can, put these skills to more practical use with water sports, funded through the Sports Premier funding from the Government.

2. Teaching and learning style

2.1 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

3. PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE, alongside published schemes and those online for support. We have adapted the national scheme to the local circumstances of the school. As required in Key Stage 1, we teach dance, games and gymnastics, plus one other activity: outdoor and adventurous activities. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus three other activities: swimming, athletics and outdoor and adventurous activities.

3.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE areas covered in each term during the key stage. The PE subject leader works this out in conjunction in a cross curricular way where possible year group topic and Kings Heath Sports Partnership events..

3.3 Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

3.4 Adult leading PE for the class completes a short term plan for each PE lesson with support if required from subject leader. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

3.5 We plan the PE activities so that they build upon the prior learning of the children and link into topic areas where possible. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4. The Foundation Stage

4.1 We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, the way they handle tools and equipment and how they prepare for activity. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

5. Contribution of PE to teaching in other curriculum areas

5.1 English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

5.2 Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

5.3 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

5.4 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

6. Teaching PE to children with special educational needs

6.1 At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum and P levels allows us to consider each child's attainment and progress.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6.3 Interventions can include entries within a child's Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE. The child could also be included into the Gross Motor Group.

6.4 We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6.5 Children requiring additional gross motor support are included in smaller Key Stage 1 or 2 groups to develop these skills in addition to curriculum PE time.

7. Assessment and recording

7.1 Teachers leading PE sessions make assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information in assessment grids and use the information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, which is passed to the next teacher at the end of each year.

7.2 The PE subject leader can keep photographic and video evidence of children's work on the school network. This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school. Teachers review individual evidence of children's work against the agreed assessment criteria.

7.3 Gifted and Talented children are identified and encouraged to actively participate in extra curricular activities and guided towards external clubs to develop skills further.

8. Resources

8.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and the local authority playing field for games and athletics activities and the local swimming pool for swimming lessons.

9. Health and Safety

9.1 The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times.

9.2 For indoor gymnastics and dance lessons children should not wear tights or socked feet, as this can be dangerous. Barefoot work is encouraged indoors in gymnastics. This enables feet to become stronger and allows more sensitive footwork to be developed.

9.3 Swimming is done in a one piece swimming costume of conventional design for the girls is required whilst the boys require trunks or shorts that finish above the knee, together with a towel and waterproof carrier. Optional swimming cap, goggles, nose and ear plugs are also acceptable but must be supplied from home. Swimming should be done without earrings.

9.4 Sailing is done under supervision of qualified instructors and at least 1 member of staff (15 children in the session). Wetsuits are provided for the children to wear, but they take old clothes to change into should these not be available.

9.5 In both indoor and outdoor PE lessons hair longer than shoulder length should be tied back.

9.6 The approved uniform for indoors and out is listed below.

PE Kit- Boys and Girls (Outdoor)	PE Kit – Boys and Girls (Indoor)
<ul style="list-style-type: none">• White round neck (not polo)• T-shirt (with or without school logo)• Green / dark shorts No lycra cycling shorts.• Trainers or black plimsols. A change of footwear, not footwear normally worn to school.• Plain Black Tracksuit trousers or loose fitting leggings and a school sweatshirt may be worn outside in cold weather (no football logos or excessive print)	<ul style="list-style-type: none">• White round neck (not polo)• T-shirt (with or without school logo)• Green / dark shorts No lycra cycling shorts.• Trainers or black plimsols. A change of footwear, not footwear normally worn to school.

If kit is forgotten or is incorrectly worn to school then an alternative to fit school policy will be provided where possible by the school. This is washed and returned.

Years 1-5 wear their PE kit to school on the days they do PE, under tracksuit bottoms and school jumper or cardigan. This is worn for the duration of the whole day, they do not change.

Reception continue to bring their PE kit in at the start of half term and this kit should remain in a bag at school for the period of half term (unless dirty), then taken home to be cleaned and returned on the first day back after the holidays. As Reception year progresses children conform to rest of school routine of wearing PE kit to school for the whole day.

The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. Children wearing jewellery should follow normal school day policy. Small studs are acceptable, however it is preferred that the children do not wear these to school on day of PE.

10. Monitoring and review

10.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

11. Extra-curricular activities

11.1 The school provides a range of PE-related activities including netball, football, cricket, tennis and dance for children at the end of the school day to children across all phases of the school. These encourage children to further develop their skills in a range of the activity areas. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

11.2 The school sends details of the current club activities to parents at the end of each half term for the preceding one.

11.3 Results of fixtures are shared via twitter and both school and school games website.

11.3 Through links to Kings Heath Sports Partnership we welcome sports specialists to deliver elements of Curriculum PE and after school clubs. The partnership allows us to enter teams into inter school competitions.

11.4 Teams created are available to children who attend clubs across the school during the school year and we participate in numerous intra and inter-school competitions with both our local schools and through the National School Games programme. These competitions include netball, football, tag rugby, cricket, basketball and athletics to name a few at different periods throughout the year.

11.5 Where possible all clubs are offered free. Where a cost to families is involved then this is to match cost not to make profit.

11.5 External clubs also use the school site to provide extra more dedicated activities such as Tae Kwon Do, Dance and Gym. These are paid for externally by parents.

11.6 All external operators follow school policies regarding, safeguarding, social media, are DBS checked and have own insurances.

11.3 **Extra Curricular Club clothing**

This should be appropriate to the activity taking place whether of a physical nature or not. The club organiser will inform the participants of the clothing requirements for their club via any letter sent out.

A general guide is that school sports clubs will wear PE kit during club but may also wear tracksuit tops opposed to school sweatshirt. At the end of the club session, children will leave in PE kit and are expected return it to school the next day. If this doesn't happen they will be asked to change back into uniform before leaving.

External clubs may have their own uniforms and requirements and will make this clear in their letters, this may differ from school policy.

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