



Royal Cross Primary School

Lancashire's school for deaf children

Policy Title:	Physical Education Policy
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Author and Role:	Lisa Dewhurst/ Sofia Parveen (Subject Leader/ Deputy Headteacher)
Ratified by:	Governors Policy Committee
Responsible Signatory:	Clive Gregory
Date of signature:	
Details:	This Policy: details colleagues' responsibilities and reflects the school values and philosophy in relation to the teaching and learning of Physical Education. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment.
Cross reference:	Assessment, Recording and Reporting Policy Feedback and Marking Policy Teaching and Learning Policy

EQUALITY AND DIVERSITY STATEMENT

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010.

An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Physical Education Policy

Introduction

Royal Cross recognises the vital contribution of a high quality Physical Education (PE) curriculum to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

At Royal Cross we aim to provide a broad and balanced P.E. curriculum which is intended to develop the children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of developmentally appropriate individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate.

We believe that through the variety of opportunities that PE offers, all children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years.

We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body and begin to understand those factors which affect health and fitness.

Aims & Objectives

Through a weekly PE lesson, weekly PE lunch club and daily 'Morning Movers', the children at Royal Cross will:

- Be taught a broad and balanced PE curriculum.
- Work and play with others in a range of group situations.
- Have fun and experience success in a broad range of physical activities.
- Secure and build on a range of skills.
- Understand basic rules.
- Experience positive competition.
- Evaluate their own and others' work.
- Recognise and describe how their bodies feel during exercise.
- Learn in a safe environment.
- Have a foundation for lifelong physical activity.
- Become physically confident in a way which supports their health and fitness.
- Develop and embed values such as fairness and respect.

PE Curriculum & Assessment

Royal Cross follows the Lancashire County Council Scheme of Work (SoW) for PE at Early Years Foundation Stage (EYFS), Key Stage 1 & 2. An electronic copy of the SoW is found on several computers around the school and ongoing plans are also kept in the PE curriculum file. The SoW is taught by the HLTA responsible for PE (PE Subject Leader) and overseen by the PE Coordinator.

In the EYFS pupils work towards achieving 5 Fundamental Movement Skills (FMS) (run, jump, hop, catch and throw). These 5 basic FMS are a good starting point for building a strong foundation from which children under 5 can continue developing. These 5 FMS are necessary for 3–8-year-old children as a precursor to the more specialised, complex skills used in play, games, sports, dance, gymnastics, outdoor education and physical recreation activities. Early childhood is the optimal time to teach and learn FMS. During this period young children are motivated and keen to master ways of moving, controlling their bodies and coordinating their movements.

In the foundation stage, physical development is one of the three primary areas of learning and development, divided into moving and handling and health and self-care.

In KS1, there are 10 key Fundamental Movement Skills that are used as a base line. These key skills are running fast, hopping, skipping, jumping, underarm throw, overarm throw, rolling a ball, bouncing a ball, kicking a ball and catching.

FMS can be viewed in stages along a continuum, progressing from the immature stage through to the developing stage to the mature stage. Children do not pick up FMS naturally as part of their normal growth and development. Although children have the potential to be at the mature level at the end of KS1 they may lag behind some skills because of lack of opportunities and practice. Children of the same age can be at different stages in their development of these skills. Movement skills are age related but not age dependent.

Once pupils have mastered the FMS, pupils will begin to apply these in a range of activities, participating in team games, developing simple tactics for attacking and defending, and perform dances using simple movement patterns.

In KS2 children continue to build on the skills learned in KS1. they apply and further develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movements. They will communicate, collaborate and compete with each other. They will develop an understanding of how to improve in different physical activities and sport and learn how to evaluate and recognise their own success.

Pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- 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.

In KS2 pupils have the opportunity to go swimming and will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 meters
- Use a range of strokes effectively
- Perform safe self-rescue in different water based solutions.

The children are continuously assessed as they progress through the Units in the Scheme of Work, using the Lancashire Core Task Assessment and Pupil Progress Guides. Photos and video recordings may be used to better assess and provide evidence for children's progress.

Specialist coaches may work alongside the HLTA responsible for PE in the teaching of additional Units of Work, for example football and gymnastics.

Pupils join other Lancashire schools for inter-school tournaments and competitions throughout the year. Year 5 & 6 pupils take part in a residential visit which includes outdoor & adventurous activities.

Cross- curricular links

PE helps contribute to an overall broad and balanced curriculum. PE can help teach other aspects of the curriculum and has a direct link in school to the PSHE curriculum and Healthy Schools where children are encouraged to think about healthy lifestyles.

Safety

The school follows the safety requirements as recommended in 'Safe Practices in Physical Education'.

Key points:

- All children participating in PE and staff teaching / supporting PE wear the appropriate kit.
- Apparatus is checked before use to ensure it is in good working order.
- Risk Assessments are carried out for required activities and reviewed regularly.
- First Aiders are available on site and at least one First Aider will accompany groups off site. (First Aid kit is kept on minibus. All named First Aiders are listed in the medical room).
- Staff are aware of children's medical needs. Information is compiled at the beginning of the year and checked and updated regularly. Any Asthma sufferers to take medication with them on off-site activities.

Physiotherapy

Some children at Royal Cross have additional mobility difficulties. Individual one to one physiotherapy is arranged, and movement goals are incorporated into the daily life of the child.

Equipment

A full list of equipment can be found in the Subject Leader's file and in the PE cupboard. Playground equipment includes a play train, mini gym, climbing tower, trim trail, ball chute and football pitch. All EYFS and KS1 classes have a covered outdoor play area.

Role of the PE Subject Leader

- To teach PE throughout the school
- To order and maintain PE equipment
- To train school staff in use of the PE assessment tool
- To coordinate inter-school tournaments

Role of the PE Coordinator

- To oversee the delivery of the PE curriculum in conjunction with the PE Subject Leader
- To liaise with the PE Subject Leader in ordering PE equipment

Inclusion

Royal Cross School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We are developing inclusive values which are shared between all staff, pupils, governors, parents/ carers and the wider community, in a secure, accepting, collaborative and

stimulating environment. Everyone is valued, and diversity is seen as a rich resource to enhance and support the learning of all.

Equal Opportunities

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender (including transgender)
- Social background
- Disability status
- HIV/ AIDS
- Religion and belief
- Age
- Marital status
- Nationality/ citizenship
- Sexual orientation

In the context of the school we feel the most appropriate definition is that: Equal Opportunity is the right of everyone to equal chances, and each individual is respected for who they are, free from discrimination.

Health and Safety

Royal Cross Primary School follows LA advice. This is outlined in the school's Health and Safety document. School staff are responsible for checking that there are no obvious breaches in Health and Safety.

Conclusion

This policy summarises our whole school approach to Physical Education. However, it should be read in conjunction with the following school policies:

- PHSE
- Science
- Health and safety
- Equal Opportunities