



Benthal Primary School

Physical Education Policy

Agreed by	Chair of Governors
Approval Date	Autumn 2022
Review Date	Summer 2025

Aims & Rationale

Rationale:

At Benthall, we understand that physical activity not only improves health, reduces stress and improves concentration, but also has a positive influence on academic achievement, emotional stability and interaction with others.

We provide a broad and balanced program of activities designed to be enjoyable and purposeful as well as positive experiences that will promote a lifelong interest in physical activity. Activities include athletics, dance, games, gymnastics, swimming and outdoor education. All are designed to satisfy the needs, abilities and interests of all our children.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games (understand and follow the rules) modified where appropriate [for example, basketball, cricket, football, 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. (New National Curriculum)
- Swim up to at least 25 metres and have basic water skills (years 3 & 4)

Benthall's aims are:

- To promote a healthy and fulfilling lifestyle by developing a positive attitude and interest in a wide range of physical activities and an awareness of issues regarding Health Related Fitness.
- To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
- To contribute to the intellectual development of each child as well as their self-esteem and confidence.
- To develop social skills (co-operating in groups, playing fair to the rules, mixing with children from other schools).
- To ensure that pupils have the opportunity to take part in after school sports clubs, as well as external competitions and tournaments.

Guidelines:

Benthal will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the National Curriculum.
- 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.
- Involve the outside community where possible - e.g. Sports Day – Sport 4 All and Inter-school matches.
- Co-ordinate our safeguarding and behavior policies within the school and with all outside agencies: adapting skills, games and activities to ensure lessons are inclusive for pupils with SEND and medical issues.
- Ensure children wear the expected P.E. kit. for all lessons. (See below). Also, ensure teachers change into appropriate foot wear to teach PE lessons.
- Provide enjoyable experiences, where positive attitudes of sensitivity, co-operation, competition and tolerance may develop.

The Curriculum Framework

At Benthal pupils in Early Years receive 1 hour of discrete teaching of P.E per week while pupils in Key Stages 1 & 2 receive 2 hours of discrete teaching per week. The sessions will contain elements required by the National Curriculum as follows:

EYFS pupils:

Pupils follow the program relating to 'Physical Development' of learning in accordance with 'Development Matters.' As well as a weekly discrete lesson pupils have regular access to outdoor facilities where physical activity is practiced on a daily basis through a range of learning experiences. Physical development is also integral to their emotional and social development (PSED) as well as their language and communication skills (CLLD) and understanding of their community and environment (KUW).

KS1 pupils:

- 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)

KS2 pupils

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.

In line with the national curriculum objectives, the school has invested in the 'TOPS Sport Program' by the Youth Sport Trust as a planning resource for Games, Dance and Gymnastics in KS1 and KS2 to ensure the correct terminology is being used and to promote progression in these units of work. The class teacher should identify from the curriculum map the 5-7 week unit of work their class will be following for the duration of each half term.

Swimming sessions begin in the summer term of year 3 and continue for the same cohort in to the Autumn and Spring terms in year 4 where the program ends for each academic year. Swimming lessons are planned and taught by trained instructors and pupils are taught at an off-site local leisure centre and are escorted by the Class Teacher and up to 2 additional adults.

In KS2 sailing lessons at the Hackney West Reservoir take place once a week for year 6 in the Autumn term and Year 5 in the Spring term. Cycling proficiency level 1 & 2 programs are also delivered by trained instructors (who are DBS checked). These sessions take place for one week each term and the opportunity is open to all pupils in year 5 and in the Summer term for year 4.

We also promote health related fitness through our 'Happy Lunchtimes' initiative where all pupils in Key Stage 2 participate in a brisk walk or run around the Astro-pitch area 10 mins before the end of lunch time. This happens each day.

During lessons we incorporate best practices for P.E lessons:

- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs, depending on the activity.
- Use adaptive teaching when working with mixed abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best- work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in Rounders' progressing from: throwing the ball, to using wide tennis bats, to using rounders' bats.
- Count equipment in and out but use pupils, where possible, to help.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

How PE teaching is monitored

The Subject Leader looks at planning and checks this against the curriculum map and year group overviews and will also observe lessons. When appropriate it is also possible that the P.E. Subject Leader will seek the support of a specialist to evaluate particular areas of the curriculum such as gymnastics and organize appropriate CPD for teaching staff through the borough's HSTA.

Health and Safety

PE KIT

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

Games and Athletics: Black shorts and a plain, white T-shirt for indoor lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day). Properly fitting black trainers or black plimsolls

Dance and Gymnastics: As for Games but bare feet.

Swimming: Swimming costume, children are NOT allowed to swim in underwear. Some pools insist on trunks rather than shorts and swimming hats are advised.

Outdoor Activities: Generally as Games, but otherwise clothing appropriate to the activity.

General Points.

- Jewellery (except stud earrings) must be removed. Teachers will not take responsibility for looking after jewellery.
- Pupils with long hair must tie this back with the use of hair clips or hair bands.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through illness or injury should stay at school with another class.
- All children should be supervised at all times; If there is an issue with behavior then the school's behavior policy should be followed or, in severe cases a member of SLT should be sent for.

Children Without Kit

At the beginning of each term parents will be informed by letter of PE kit requirements. A child who has forgotten their kit should first be reminded by the teacher and sent to the Headteacher or a member of SLT where they will miss out on a part of their play at break or lunch time. If it is an ongoing problem an informal conversation with the parents would be appropriate.

Accidents

For minor injuries (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.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stop the lesson and 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. In very serious incidents the class will need to be removed from the area.

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) so they can 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. Teachers must ensure that inhalers for their class are brought out for each lesson and returned to the medical room by the TA at the end of the lesson.

Risk Assessments

Off-site activities such as Sailing, Cycle League, Bike Around the Borough, Sports Days Other inter-sports events and Swimming sessions have been risk assessed and the school premises has been risk assessed by the site manager. All playgrounds and halls (including apparatus) will be safety checked annually by a specialist company (Universal). Equipment is dealt with below.

Equipment and Resources

Safety

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the Main Office and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the established method of carrying Gymnastics apparatus (to ensure consistency throughout the school).

Locating equipment

Gymnastics equipment for all classes is kept in the large and small halls. Core Games equipment for Early Years and KS1 is kept in the PE cupboard in the small hall and equipment for KS2 is kept in the outside cupboard in the KS2 playground (the keys are available from the School Office).

Ordering Equipment

Any new equipment required can be ordered through the PE Lead in agreement with the Headteacher. An order form can then be sent to the Main Office. The PE and Sport grant has meant that the school has already invested in new equipment to be used during playtimes and in PE lessons.

Inclusion

Inclusion in Physical Education means that all children have access to the curriculum 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 by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.

- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognizing the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognizing the need to extend more able pupils

Recording and Assessment

Teachers use assessment focuses in the plenary sessions at the end of each lesson. The P.E tutor working with years 5 & 6 carries out a 'Bleep' assessment for each child every half term.

During swimming lessons for years 3 & 4, distances achieved and National Swim Awards passed are noted, the school is informed and ASA certificates are then presented in celebration assemblies.

We also use end-of-year reports to parents which focus on qualitative judgements based on observation of achievement and progress made. We use the following criteria:

- The overall physical skill and ability of the pupil.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class. Does he/she: co-operate, dominate, and withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

EXTRA-CURRICULAR SPORT

Benthal is committed to providing extra-curricular sporting opportunities. These include:

- After-school clubs available to KS2 pupils.
- Competition against other primary schools through local school arrangements.
- Exhibiting work. For example a dance performance in assembly.

LINKS WITH OTHER AGENCIES

These include:

- Participation in local sports leagues with other primary schools.
- Visits, and liaison with, outdoor education Centre and agencies (Sailing at East London Reservoir and Finsbury Track)
- Liaison with the local School Sport coordinators for Cycling Proficiency training and 'Bike around the Borough.'
- Orienteering Association

STAFF TRAINING

- All staff will be encouraged to attend courses and alongside the PE Lead.
- The PE Lead will have a program of team-teaching set out through the year to support staff. This will be targeted to newly qualified teachers, new staff and in areas where existing staff feel unconfident.

DISSEMINATION and REVIEW

All staff and governors will receive a copy of this policy. A copy will be available on the School Web Site. The policy and schemes of work will be available on request to parents, LEA, OFSTED and others working for the school, through the Head

