



Charlton Manor PE policy

Review date: Sept 2018

P.E Policy

Rationale

Sedentary living patterns and unhealthy dietary habits are becoming more prevalent in our society and there is strong and consistent evidence that doing regular, moderate-intensity physical activity provides a range of physical, intellectual and emotional benefits for everyone.

It is important that children are given opportunities to participate in a range of enjoyable physical activities and good nutrition habits at an early age so they will be more likely to continue being physically active and make positive health choices throughout the rest of their lives.

We believe that Physical Education is an integral part of the primary curriculum. P.E contributes to the overall education of young people by providing challenges and fulfilment throughout life.

The P.E curriculum encompasses the development of physical skills, knowledge and understanding in:

- Games
- Gymnastics
- Dance
- Athletics
- Outdoor activities
- Swimming
- Health Related Exercise/Fitness

Aims

The aim of this policy is to inform all staff, parents, governors, visitor and pupils how P.E is taught at Charlton Manor

We aim to ensure that all pupils:

- 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 lifestyles

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 others) and cooperative 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple 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 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, hockey, football, netball, rounders and tennis] and apply basic principles for defending and attacking.
- Develop flexibility, strength, technique, control and balance through gymnastics and athletics.
- 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

Swimming at Charlton Manor is taught throughout year in year 4 (Once a week). Children take part in swimming lessons at GLL. Additional swimming lessons are taught during the Spring and Summer terms (Once a fortnight) to year 6 at the Charlton Lido to ensure as many children as possible leave their Primary Education able to meet the National Curriculum requirements for Swimming.

Pupils are taught to:

- Swim confidently, competently and proficiently over 25 meters.
- Use a range of strokes affectively [for example front crawl, backstroke and breaststroke]

Equal Opportunities

Charlton Manor aims for all children to have equal access to all areas of the PE curriculum irrespective of social and cultural background, gender, sexual orientation, race , differences in ability and disabilities and pupils in different ethnic groups including travellers, refugees and asylum seekers.

Inclusion

We aim to provide a broad and balanced curriculum for all pupils by:

- Providing the opportunity to learn effectively, without interference and disruption
- Providing access to all aspects of the curriculum
- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children
- Monitoring the progress and achievement of different groups of children
- Promoting positive feelings and self-worth, high esteem and confidence and mutual respect
- Building on the knowledge and experience of language that each child brings with them

Differentiation and special needs

Differentiation is addressed by task setting. The more able child can be challenged by specific tasks and the less physically able can be encouraged to achieve success by breaking down the task into simple progressive stages. Tasks may also allow for differentiation of outcome. Differentiation can also be achieved through choice and use of appropriate apparatus – for example using a tennis racket instead of a cricket bat.

Pupils with special educational needs participate fully in PE. Individual plans may include specific PE targets. It is believed that children's needs can be met by setting suitable learning challenges, responding to pupils diverse needs and attempting to overcome potential barriers to learning. Children who have an adult working with them directly, may be supported by teaching assistants where appropriate.

Staffing

All staff (class teachers) teach 1 lesson per week for their respective class and the P.E coordinator (A qualified P.E teacher) teaches the other lesson.

The PE co-ordinator has the responsibility for completing a PE policy, organising and ordering equipment, making decisions regarding INSET and curriculum mapping and making decisions regarding schemes of work.

Resources

- 1) The areas available for PE are 2 halls, 2 playgrounds areas, a ball court and an outdoor area in the foundation stage.
- 2) We have fixed and moveable apparatus, benches and mats for gymnastics in both halls.
- 3) We have percussion instruments, CD player & CDs as well as a sound system in the upstairs hall for dance.
- 4) We have varied equipment for games including footballs, netballs, rugby balls, tennis rackets and balls, basketballs, volley balls and hockey sticks and balls.
- 5) We have equipment for athletics including batons, hurdles and high jump equipment.
- 6) We have a range of playground markings including a netball court, snake, hopscotch and number grid which can all be used for PE

Allocation of Time

All classes have two hours of PE each week, which includes two areas of physical education.

The time allocation for swimming lessons is 1 x 1hr15mins sessions each week per class.

Non-Participants

PE is a very important part of children's development and everyone takes part in the lesson unless excused with a note or medical problem. If children are excused they watch lessons and write/draw the main activities in the lesson to keep up with the progress of the class. If it is appropriate the child is set work to do whilst observing the lesson. They may also work in a coaching and/or refereeing/umpire capacity, particularly in KS2.

Health and Safety

- 1) Children must wear suitable clothing for PE - well fitted shorts and t-shirt and trainers or plimsolls. Staff should wear suitable footwear and clothes, which allow freedom of movement and are suitable for the environment.
- 2) Muslim girls must wear a tight fitting headscarf. Any religious jewellery must be taped.
- 3) All jewellery must be removed for PE lessons. Studded earrings may be taped by the children
- 4) Long hair should be tied back
- 5) **Suitable environment to include:**
 - a) The removal of unnecessary furniture/ equipment from the working space
 - b) A clean, splinter free floor so that bare foot work can safely take place
 - c) A safe, outdoor surface for playing games
- 6) **Suitable organisation of apparatus**

Easily accessible gymnastics apparatus stored in an organised manor, spread safely around the hall to allow for its safe and efficient handling by children. Games equipment to be stored safely in allocated spaces in the PE sheds

7) Lifting and carrying equipment

All equipment should be carried by two children at a time to ensure it is safely moved around the school.

8) Risk assessment

- a) Checks and risk assessments are carried out by teachers before lessons
- b) Annual safety checks and repairs are carried out on gymnastics equipment and these are overseen by premises manager
- c) If a potential risk is identified then it is taken out of use immediately.

Planning the Physical Education programme

PE resource bank schemes of work are used for gymnastics, games, dance and athletics. For years 1-6. In the foundation stage, physical activity is planned for from the physical development strand of the early learning goals.

PE resource bank schemes of work ensure continuity, development and progression as well as support for staff in planning quality lessons.

Each year group has a PE folder that contains their plans for all areas of PE as well as resources cards or sheets needed. The PE co-ordinator is available to assist in any planning with teachers if needed. Plans are monitored by PE – coordinator each half term in line with the monitoring policy.

Assessment in Physical Education

The main method of assessing and gathering evidence of achievement in PE is made through continued teacher observation and questioning. Children are also encouraged to self-assess their own work during each lesson. A PE report is written for each child at the end of each year. Progress of children is tracked and monitored at least twice a term using the whole school target tracker system.