

Policy Statement for Physical Education and Sport

This policy was created in during the 2017/2018 school year in consultation with staff, parents and governors. It recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement through impacting on attendance, behaviour and pupil attainment.

Rationale

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

National Curriculum for England and Wales; Physical Education;

Richard Taylor School seeks to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole.

Vision

Our school mission statement is to, 'Open minds, unlock potential and celebrate success'. We strongly believe that PE and sport plays an important part in helping us achieve this statement. In addition, we feel that Physical Education develops pupils' physical competence and confidence in a safe and supportive environment. It provides opportunities for them to be creative as individuals, encouraging healthy lifestyles whilst supporting their emotional wellbeing. Our aim is that all the children should be physically active and develop skills, flexibility and strength. They are encouraged to be responsible members of a team and demonstrate sportsmanship, which is one of our school values. We promote equal opportunities for all and value the contribution of others, irrespective of gender, ability and social/cultural background.

Aims

We aim to provide a broad and balanced P.E. curriculum to aid all children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of 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, 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. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes and teaches positive attitudes towards living active and healthy lifestyles by making choices through their diet, activities, whilst supporting their emotional well-being.

Pupils learn how to think in different ways to suit a wider variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to

improve their quality and effectiveness. Through this process pupils discover their attitudes, abilities and preferences, and make choices about how to get involved in long-life physical activity, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport.

We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are encouraged to set targets, take the initiative, lead activities and focus on improving aspects of their own performance. They have the opportunity to develop links between PE and other aspects of the curriculum. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is closely aligned with our policy on Personal, Social and Health Education (PSHE).

Through the Government Funding for PE and sport, where possible, the school will provide opportunities for pupils to work with PE specialists. The funding will support PE training by providing opportunities for teachers to work alongside specialist teachers.

Richard Taylor School promotes the School Games values of Determination, Honesty, Passion, Respect, Self Belief and Teamwork.

Outcomes

Physical development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- To appreciate of the value of safe exercising.
- To apply skills appropriately.

Social and emotional development:

- To develop a love of physical exercise.
- To develop tolerance and the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To develop leadership skills supporting creativity, honesty and sense of achievement/well being.
- To realise that the right exercise for you can be enjoyable and will give you energy for other things in life.
- To create and plan competitive games, learn and use rules how to officiate through active leadership and teach them to one another.
- To develop a sense of fair play, self-control and respect.

Cognitive development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.

- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities through healthy competition.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting achievement.

PE Curriculum

The physical education curriculum is an entitlement for all pupils. The inclusion section in the National Curriculum sets out three major principles that are essential in developing a more inclusive curriculum.

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

All pupils will be given equal opportunity to fulfil their potential within physical education regardless of ethnicity, culture, class, sex and gender and special needs (ability and disability). Individuals will take part in all aspects of PE. We believe that equal opportunity is about encouraging choice not simply allowing it, because access is not the same as opportunity. As wide a range of activities will be brought to all the children as attractively as possible to encourage their participation and at all times activities will be presented as worthwhile and valuable for all participants.

Foundation stage

The prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

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 against others) and co-operative 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 movement 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 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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate 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.
- To develop physical competence and help promote physical development.
- For children to become aware of what their bodies can do and how they react to exercise
- To develop a positive attitude towards PE through enjoyment.
- To provide opportunities to work co-operatively, individually and in competitive and non-competitive situations.
- To teach children cope with success and failure in co-operative and competitive situations.
- To teach pupils, through first hand experiences the value and benefits of participating in physical activity.
- To combine physical activity with the thinking involved in making decisions, selecting, refining, judging and adapting movements.
- To understand the safety aspects of PE by showing self-discipline and an awareness of others
- To encourage personal qualities such as commitment, fairness, personal responsibility, enthusiasm and perseverance.
- To increase children's participation in physical activity both within and outside of the curriculum time to allow for participation at a higher level.
- 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

At present children in Year 3 attend weekly lessons at the Harrogate Hydro for six months of the year. All children are given the opportunity to attend. Trained swimming teachers give lessons and qualified lifeguards supervise the children. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke.
- Perform safe self-rescue in different water based situations.

Out of school hours learning (OSHL)

OSHL activities are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. Pupils are provided with information about local clubs and exit routes through coaches, school/class notice boards, the website, blogs and newsletters. The school/class notice boards provide a medium for local clubs to advertise through school enhancing the link between the school and the club.

A variety of activities is made available for all children in the school, with most of them being run by teachers, thus providing the long-term sustainability of these clubs. However, some are run by experts from the local community to enhance our community links and children's experiences.

There is a healthy tradition in the school for extra-curricular activities, which are supervised and coached by staff and/or coaches as the school aims to encourage links with local accredited Clubs. Written parental permission must be given for a child to participate in after school clubs. Parents will also be informed of any tournaments, competitions or sporting fixtures their child will be taking part in. A register of attendance will be taken for all after school clubs. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible. In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made.

Schools Sports Partnership

Richard Taylor School is a member of The Harrogate School Sports Partnership. Our secondary link school is St Aidan's Harrogate. Through these partnerships, we access curricular support, competitive opportunities for our pupils and training for staff.

Teaching and Learning; Continuity and Progression

We allocate two hours of PE each week in accordance with Government guidelines.

The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively using the Real PE scheme of learning.

Through a variety of teaching styles we aim to enable children to:

- Be presented with opportunities that allow them to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams.
- Learn how to think in different ways to suit the different challenges.
- Be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and greater learning.
- Be taught through a scheme of work that specifies progression of skills, knowledge and understanding.
- PE displays are used to support subject knowledge and recognise pupil achievement and successes.

Sports Day

Sports Day is held over an afternoon in the summer and is organised and run by our Year 6 children including the Sports Ambassadors and Sports leaders from our partner secondary school. Planning and organisation is supported by staff members. In the event of bad weather, a second day is earmarked as a substitute.

Assessment, Recording and Reporting

Assessment of this subject will be undertaken in line with the school's assessment policy and using the level descriptors for PE. Assessment for learning is made through short term observations of children's work, through discussion with the children and through their own self-assessment. Ipad application CoachesEye is a useful tool for assessment. Assessment of learning is also made through medium term (summative) assessments and long term (formative) assessments, the results of which are reported at the end of each academic year to parents. Assessments are online and can then be passed from key stage or class to the next. The PE Co-ordinator is responsible for mapping the curriculum to ensure that pupils experience a coherent and progressive curriculum throughout their time in school.

Equal opportunities and Inclusion

The whole school policy for Equal Opportunities and Inclusion will be in line with our Inclusion and Equality policies.

Through the equal opportunities policy, at Richard Taylor school, we seek to involve all our children in P.E. Modification to some activities may be needed in some cases to allow access to those with special educational needs. Where necessary, IPMs should be drawn up, with the help of the S.E.N coordinator, which relate to aspects of this subject that may be difficult for some children to access.

Gifted and Talented

Provision will be made for gifted and talented children will be recorded in line with the schools provision for Gifted and Talented children. Children will be given the opportunity to represent the school where possible, for instance, the Harrogate School Sports Partnership Gifted and Talented programme.

Safeguarding in PE

In line with our safeguarding policy, we follow the relevant practices if a teacher has concerns regarding a pupil's wellbeing and follow the procedures suggested within.

The Learning Environment - Safe Practice

This subject should be taught in line with the school's Health and Safety policy and in accordance with guidelines set out in the afPE manual. Any equipment which is causing staff concern or is a potential risk to children should be withdrawn and the matter reported directly to the Headteacher or subject co-ordinator/ Primary Link Teacher (P.L.T). Any activities involving off- site visits are Risk Assessed in line with schools Risk Assessment Policy. Children are taught to recognise and take some level of responsibility for their own safety and are taught to recognise and be aware of hazards that are present from an early age.

Clothing

Children are expected to wear school PE kit for every PE lesson. For indoor work children are expected to work in bare feet when appropriate. Children suffering from a foot infection may receive special permission to wear suitable lightweight indoor footwear dependent upon the lesson's activities. Permission will only be given if a note from home is provided. For outdoor PE children should have suitable trainers or plimsolls. These shoes must be different to the child's indoor shoes. A sweatshirt and jogging bottoms may be worn in colder weather. **All** jewellery should be either removed, or in the case of earrings covered up, prior to the start of PE lessons. It is expected that teachers change for PE or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include, whenever possible, change of clothing and footwear.

All children in KS1 and Lower KS2 will change together in their classrooms: upper KS2 pupils will change in separate areas.

Staff Continued Professional Development

All staff take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support, so that appropriate support can be given by either the subject leader, PE advisor, Secondary School partnership link or through inset. Any staff who attend a CPD course will provide feedback/disseminate the information.

Cross Curricular Links

Cross-curricular links with other subjects will be made whenever appropriate. Physical Education can be integrated into the development of pupils' communication, Science, speaking and listening, numeracy, geography, PSHE and computing skills.

In particular, field visits such as Winmarleigh, for example, allow the children to apply their physical skills out of doors and develop an awareness of good safety practices.

Adults Other Than Teachers (AOTTS)

The school encourages the involvement of adults other than teachers to help to run various activities both within curriculum time and out of schools hours. For Physical Education, the aim is that all AOTTS are DBS checked and hold – or are working towards – appropriate NGB recognised coaching awards.

Responsibilities

Governors have responsibility for ensuring a broad and balanced curriculum, managing resources to support this and for monitoring its implementation and effectiveness. They delegate responsibility for this to the Head teacher to manage on a day-to-day basis.

The Head teacher is responsible for the day-to-day delivery of the curriculum to all pupils.

The Coordinator for this subject/PLT is responsible for monitoring the subject on behalf of the Head teacher. Class teachers have a responsibility to plan and teach this subject in line with the subject policy and Schemes of Work.

Accident Procedure

For school based activities, staff follow the guidelines in the Health and Safety Policy. For off-site activities, staff must familiarise themselves with the individual facility procedures. Risk assessments are in place for any off-site visits. For swimming sessions, all staff familiarise themselves with pool procedures, e.g. the fire and drown alarm. They follow the procedures for The Hydro Swimming Pool.

As a school, we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment – all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. Equipment is stored in boxes in the hall for indoor activities, and outside in specially provided PE sheds.⁴
- Gymnastics equipment is regularly monitored and checked by a recognised maintenance contractor which is at present carried out by xxxxxxxxxxxxxxxx. All unsafe, damaged or lost equipment to be reported to the PE Subject Leader.
- The Head Teacher is the named person responsible for Health and Safety and the school has a number of First Aiders who have completed a First Aid course.
- Pupils are taught to manage and use apparatus safely and effectively.

Leadership and Management

The Governors will know about current and projected expenditure of the Sport Premium funding on the school website and will regularly scrutinise current and projected expenditure with the HT and understand the impact the grant is expected to make.

The Head Teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra-curricular activities. He will:

- Regularly share current and projected expenditure with governors and discuss the impact the grant is expected to make.
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

The PE Subject Leader will:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff
- Audit staff to determine appropriate and targeted training
- Aim for high teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff

- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents and will monitor attendance at OSHL to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE keeps a high profile with the school, through displays etc.
- Keep a portfolio for PE that will include photographs of pupils at work, examples of planning and examples of pupils' work.
- Assist with record keeping and assessment of the subject
- Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website.
- Regularly share current and projected priorities and outcomes with pupils, parents, staff and senior leaders, including governors
- Have a formal, long term strategy for PE and sport that has been informed with pupil and staff feedback
- Ensure all coaching staff delivering PE and OSHL on the school site are quality assured
- Establish a Sports Council where pupils can discuss and plan PE and sporting activities
- Informally observe PE lessons to compile a picture of teaching competency across the school
- Contact local sports clubs to establish new community links with the school

Teachers should

- Communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model
- Have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence
- Plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE

The class teacher will be responsible for the planning and teaching of PE as set out in this policy.

The Teaching Assistant (TA) when available during PE lessons, will:

- Support the class teacher in delivering PE and, in particular, support those children with SEN where timetabled to do so and collect resources if requested to do so by the class teacher.

Conclusion

Richard Taylor Primary School, recognises the importance of PE and this PE policy. By adhering to the policy, children will have a wide range of experiences for PE and sport in a safe and rewarding way. We hope to foster the love of PE, not only within our school, but also within our school community, so children can have the skills to enable them to hopefully continue with PE and sport into secondary school and beyond.

The Governors will consider the elements of this policy annually. It has been presented to a full governing body meeting and has been agreed and ratified by the Governors. This policy will be reviewed in the summer term 2019.

This policy has been agreed by:

Head Teacher: Andrew Symonds

PE subject lead: Karen Saunderson

SMT Team

School Governors

Pupil Council and parents

'Sports teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose-it teaches you about life.'

Billie Jean King

Reviewed by KAS – 2017/18

Review summer 2019