

Policy Statement for Physical Education

Aims

Richard Taylor School recognises the vital contribution of physical education 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.

We aim to provide a broad and balanced P.E. curriculum to aid 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 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 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.

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.

Social and emotional development:

- To develop a love of physical exercise.
- To develop 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 realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

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

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.

Swimming and Water Safety

At present children in Year 3 and 4 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.

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 and class notice boards. The class notice boards provide a medium for local clubs to advertise through school enhancing the link between the school and the club.

Curriculum planning

Pupils will follow the programmes of study as set out in the Physical Education National Curriculum. At Richard Taylor the programme will involve: gymnastics, dance, games, athletics, outdoor and adventurous activities and swimming.

Schools Sports Partnership

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

Entitlement

The school aims to provide all pupils with at least two hours of High Quality PE per week. 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.

Teaching and Learning; Continuity and Progression

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.

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.

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.

S.E.N

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 teacher, 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.

Equal Opportunities and Inclusion

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

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.

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. Whenever possible, Staff are also expected to have a change of clothing and footwear for all PE lessons. **All** jewellery should be either removed, or in the case of earrings, covered up, prior to the start of PE lessons.

Staff Continued Professional Development

Through monitoring, the School Development Plan, the subject co-ordinator/PLT, with the co-operation of staff, will identify areas where INSET is required. This will be identified in the subject Action Plan and the School Development Plan. Where possible the subject co-ordinator/ PLT will lead INSET within the school. If this is not appropriate the school will buy in relevant expertise and make provision for staff to attend courses, in consultation with SSCO.

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.

Out of Hours School Learning

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.

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.

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