



Hartwell Primary School

PE Policy

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

'Believe, Aspire, Grow'

Review date: Autumn 2022

Introduction

Hartwell Primary School recognises the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

Intention

It is the intention of the school to provide a broad and balanced PE curriculum to aid and increase children's self-confidence in relation to their ability to manage themselves and their bodies within a variety of movement situations.

The aim is to cater for the different strengths, needs and preferences of each child by using differentiated activities (where appropriate) consisting of individual paired and group activities. 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. A range of activities will therefore be provided with a broad base of movement knowledge, skills and understanding, which children can refine and expand throughout their primary school years.

Children of all abilities will be encouraged to join clubs and organisations with the aim of extending their interest and involvement in sport. We will also encourage children to develop their creative and expressive abilities, through improvisation and problem-solving.

Specific aims in relation to Physical Development

Different experiences for different age groups will ensure all pupils will be exposed to a range of appropriate challenges as they move through the school so that they:

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

Specific Aims in Relation to Social, Emotional and Cognitive Development

Participation in PE and sport have other additional benefits which should help to:

- develop a love of physical exercise.
- develop the ability to work independently and communicate with, and respond appropriately towards, others using verbal and non-verbal communication.
- develop confidence in skills and abilities.
- promote an understanding of safe practice, and develop a sense of responsibility for the safety of others.
- realise that the right exercise can be fun and energise other things in life.
- create and plan games for mutual benefit.
- develop a sense of fair play.
- develop decision making and problem solving skills.
- develop reasoning skills and the ability to make judgements.
- develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- develop the ability to communicate non-verbally with the body.
- improve observational skills, the ability to describe and make simple judgements, and to use this knowledge and understanding to improve performance.
- understand that using correct techniques will improve accuracy and performance.
- enable performance evaluation and the ability to act upon constructive criticism.

Spiritual, Moral and Cultural Development

Developing a positive attitude generally is not simply about celebrating sporting success and learning to lose well; but also encouraging children always to do their very best regardless of their ability; praising progress and achievement in a way that does not cause fear or upset for lack of performance or failure; and treating team mates, opponents and referees with respect. Essentially, using every opportunity to maintain and raise self-esteem.

The PE Curriculum

In the Reception Class, opportunities will be provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity will last at least 2 hours each week.

Pupils in both KS1 and KS2 will engage in lessons of high quality PE each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. At KS2 pupils will continue to apply and develop a range of skills and units of work which include a range of invasion, net/wall, and fielding and striking games, athletics and swimming for Year 4.

All year groups will follow at least 1 lesson of the Real PE scheme of work.

What do we do to help the children to remember and retain their learning?

The PE curriculum gives opportunities for children to revisit the key fundamental skills in physical Education; visual aids are shown to help children with key skills and success criteria is used in every lesson provide steps for the children to follow to complete a task appropriately.

Swimming

Swimming is compulsory for Year 4 pupils at our school. Lessons will take place at the Elizabeth Woodville School and are delivered by qualified instructors from both the sports centre and members of Hartwell Primary School staff.

Jewellery in PE

All jewellery must be removed before PE lessons unless worn for religious beliefs. Earrings must be removed before participating in PE lessons (including swimming). If a child is not able to remove their own earrings parents should do so before school on a PE day. If there are exceptional circumstances which prevents this from being possible for a defined period of time, parents should provide a letter explaining the reasons and the date from which earrings can be removed. During this period the earrings will be made safe using micropore tape, however a teacher may ask a child wearing earrings not to participate in an activity if they feel the risk is sufficient.

Inclusion

Lessons provide good quality experiences that are suitably challenging for all pupils. Children undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.

For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils. For the purposes of competitions, all children will be given the opportunity to participate in the experience.

Equality

All aspects of PE will be taught in such a way as to include all children regardless of their gender, background, culture or physical ability.

Assessment & Recording

Assessment is usually carried out by teachers in the course of the normal class activity. This is done mainly through observations and sometimes through discussion with children, both self-reflection and peer review.

Assessments of pupils work and progress is ongoing throughout the year. Pupils are assessed against the Real PE framework, in accordance with that particular scheme of work. A combination of pupil and peer assessments compliments teacher observations and questioning.

A photographic/video record is sometimes used to document some of their work.

Physical development levels and progress are recorded by the EYFS teachers for each child as part of the Early Years Profile document.

Health & Safety

Pupils are taught how to improve their abilities to assess risks. First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an incident.

Inhalers for pupils suffering from asthma are made readily accessible.

Regular checks are made on all equipment with any items constituting a danger are taken out of use immediately. All large items of equipment are inspected annually by an independent safety expert. Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.

Pupils are made aware of safe practice and understand the need for safety when undertaking any activity (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc.).

Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.

Children will work in bare fit for all indoor and apparatus work. Trainers or plimsolls will be worn for outdoor activities. Shorts/Tracksuit bottoms and T-shirts to be worn during lessons to ensure that clothing is not restrictive.

Resources

There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage. Large equipment/ mats and some indoor PE resources are stored in the hall. Outdoor equipment is stored in the outdoor store.

School Sports Premium

The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated and reviewed by the subject leader and headteacher. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

Monitoring & Review

The subject leader will oversee the continuity and progression within annual and medium term plans. They will also monitor the quality of teaching and learning through observations.

The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.