



## Summerfield Primary School Physical Education (PE) Policy

### Our Vision

At Summerfield Primary School we believe that physical education and sport contribute to the holistic development of pupils and through participation in sport and physical education, pupils learn more about key values such as teamwork, fair play and respect for themselves and others as well as the intrinsic value of them keeping fit and healthy. Our aim is to develop confident and creative pupils who strive to achieve their potential through an enjoyable PE curriculum and a wide range of sporting opportunities.

### Aims and objectives

Physical education develops children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, athletics, swimming and outdoor and adventurous activities. Physical education promotes an understanding in children of their bodies in action. This involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle.

Our aim is to:

- enable children to develop and explore physical skills with increasing control and coordination.
- encourage children to work and play with others in a range of situations.
- develop the way children perform skills and apply rules and conventions for different activities and develop their understanding of how to succeed in a range of physical activities, and how to evaluate their own success.
- increase children's ability to use what they have learnt to improve the quality and control of their performance.
- develop children's enjoyment of PE through creativity and imagination.
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### Guidelines - at Summerfield we will:

- deliver 2 hours of high quality PE as stated in government guidelines
- follow a broad and balanced curriculum
- aim to ensure every child moving onto High school can swim 25 metres and has basic water skills.
- make cross curricular links where appropriate (English, Maths, ICT, Science)
- involve the outside community where possible e.g. Sports days, Family events and links with local sports clubs.
- provide enjoyable experiences, where positive attitudes of sensitivity, co-operation, competition and tolerance may develop.

### PE Curriculum planning

We have a range of teaching resources available to staff. All year groups are using the 'Real PE' scheme of work alongside other resources such as Language Centre Publications Limited (LCP) and Cyber coach (please see PE long term planning).

## **Foundation Stage**

We develop the physical skills of our Foundation Stage children as an integral part of their daily provision and children have access to a well-resourced outdoor area.

The Physical Education curriculum within the Foundation Stage follows objectives set out in 'Development Matters in the Early Years Foundation Stage' document. The children focus on developing basic skills of control and co-ordination in large and small movements. They are encouraged to move confidently in a range of ways and safely negotiate space. In addition to this, children in Foundation Stage have timetabled sessions in the large hall, where they develop their skills in dance, games and gymnastics. Fine motor skills are constantly being developed through a range of activities that meet the needs all of our children.

## **Key Stage One**

Pupils develop core movement, becoming increasingly competent and confident accessing a broad range of opportunities to extend their agility, balance and co-ordination, 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.

## **Key Stage Two**

Pupils continue to implement 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 succeed in different activities and sports and learn how to evaluate and recognise their own success.

## **Swimming and water safety**

We provide swimming lessons for children in Year 4, teaching them 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 breaststroke
- perform safe self-rescue in different water-based situations.

## **Extra-curricular activities**

In addition to two hours curriculum PE, we provide a range of extra-curricular activities throughout the year. These include: rugby, football, multi sports, athletics, netball and multi-skills. We play regular fixtures against other local schools and participate in our school sports partnership knockout competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

## **Links with Outside agencies**

These include:

- West Leeds School Sports partnership
- Leeds Rhinos coaching offer 2014/2015
- Leeds United coaches in school

- Bramley Phoenix coaches in school
- Athletes in schools programme
- Skipping 4 Schools

### **PE kit**

All children must get changed for PE. Our regular PE kit consists of a plain white T-shirt, plain blue/black shorts\*\* and pumps. For outdoor PE lessons children are encouraged to wear a track suit and trainers. All staff present in PE lessons must wear/change into appropriate clothing for indoor and outdoor sessions. This sets a good example to the children and allows a greater degree of manoeuvrability for participation and demonstrating skills. For health and safety reasons the wearing of jewellery including watches is not permitted. Earrings must be removed or covered with medical tape and all long hair should be tied back.

Children who forget their kit will be asked to wear spare PE kit from their classroom and will be reminded to bring PE kit for the following lesson. If the kit is not in school by the following lesson a reminder letter will be sent home.

\*\*leggings may be worn for medical or religious reasons

### **Changing for PE**

Children in Foundation Stage to Year 3 change in the classroom.

Children in Year 4 change in the classroom to begin with, with the option to separate boys and girls later in the year.

Children in Year 5/6 separate boys from girls, with one of the groups changing in Jubilee changing areas and the other in the classroom.

### **Medical conditions**

It is the responsibility of the Teacher(s) to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so children can participate safely and as fully as possible with appropriate support for, or modification to, the learning.

### **Accidents**

For minor injuries (e.g. bumps and bruises) children should be encouraged to continue where possible but sit and watch if necessary. For small cut and grazes an adult or responsible child must take the injured pupil to the office/named first aider.

For serious accidents (e.g. head injuries, serious cuts or suspected fractures) the Teacher should stay with the child and send an adult or responsible child to inform the school office. After the incident the Teacher must complete an accident report.

### **Equal Opportunities**

In PE, as in all subjects, Teachers treat all children as individuals. As all children have their own skill, they can contribute these to enrich the experiences of other children. There are no barriers to access or opportunity by race, gender, religion, ethnic group or ability.

Children with special educational needs will be included in any physical education lesson. If planning needs to be adapted then the Teacher will do this in consultation with the SENCo.

The needs of the all children are met by providing differentiation in all lessons and adapting and providing a range learning outcomes, tasks, teaching methods and resources.

### **Monitoring, recording and assessment**

PE is monitored and evaluated by the subject leaders. This includes collecting planning from each group, observations of lessons and talking with children. Teachers are assessing children in their class using 'Real PE' skill focus cards or annotating their planning.

### **Equipment and Resources**

There are a wide range of resources to support the teaching of PE across the school. Indoor PE is taught in the hall and outdoor lessons are taught on the playground or on the field. Most of our small equipment is kept in the hall. We have some larger equipment in our hall store cupboard and playtime resources and athletics/tennis resources are stored in the outside storage containers. These are accessible to children under adult supervision.

### **Health & Safety**

Small equipment is checked by the subject leaders on a regular basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE subject leaders and taken out of use.

Large PE equipment is checked annually by Sports Safe UK.

We expect the children to help set up and tidy away PE equipment as part of their learning. Children are made aware of the safe handling of PE equipment and each child is taught how to lift and move equipment safely.

The British Association of Advisors and Lecturers in Physical Education (BAALPE) publication 'Safe practice in PE' is available to all staff.

*Date completed*

*January 2015*

*Date of review - annually*

*Teacher signed*