



# ***Northumberland County Council***



## *Physical Education Policy*

## **Tritlington C of E Aided First School**

### **Ethos**

Reflecting the Trust Deed, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school will aim to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.

These values include love, caring, sharing, forgiveness, tolerance, perseverance and goodwill to all people.

We aim to ensure everyone reaches their full potential by providing an education that stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit, encourages the will to do good and opens the heart to others.

# **Tritlington C of E Aided First School**

## **Physical Education Policy**

### **Rationale**

Tritlington Cof E First 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.

We plan a range of activities that aim to provide children with a broad base of movement, knowledge, skills and understanding, which they can refine and expand throughout their First school years. All children are encouraged to join clubs and extend their interest and involvement in sport and physical activity. 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.

We offer outdoor education opportunities (forest School) for children throughout the school.

Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school.

### **Aims**

#### **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 and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- ❖ 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 success.

## **The PE Curriculum**

We aim to provide a well balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In Class 1 (EYFS/ Year 1), opportunities are provide 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 amount to at least two hours each week including swimming for two half terms.

Pupils in class 2 also engage in two hours of high quality PE during the course of each week. The PE curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. As they get older children continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming.

We also enrich children's experiences through opportunities for outdoor and adventurous activities.

A range of resources are used to support progression across the curriculum including: specialist coaches and schemes of work.

### **Swimming**

Swimming lessons are compulsory for all children with qualified swimming coaches and school staff who attend.

### **Curriculum Differentiation**

The School Sports Partnership recognise some children with particular needs may require different activities, for example with a particular focus on fine motor skills if hand to eye coordination is a challenge.

A "STEP" approach is often followed:

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats, etc

P = change the people, e.g. size of the groups

### **Staffing/Staff development**

The PE coordinator works with the coach in taking responsibility for planning, teaching and assessing the PE curriculum for the classes.

All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. 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, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses must provide feedback/ disseminate the information.

Due care and attention is taken when organising the timetable so that the most efficient use of facility and pupil time is taken into consideration, e.g. consecutive gym lessons when using equipment.

## **Safety**

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

- ❖ Children should dress in shorts or tracksuit bottoms and t-shirts.
- ❖ Children will work in bare feet for all indoor and apparatus work.
- ❖ Plimsolls or trainers are worn for outdoor games, together with tracksuits if it is cold.
- ❖ Jewellery is not to be worn. Watches should be kept safely in a container in the classroom.
- ❖ Long hair should be tied back and rigid headbands should be removed.
- ❖ Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.

## **Safeguarding**

All adults working with children in school are checked for appropriate CRB clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs.

## **After/ before school activities**

Our extra-curricular programme compliments and supplements the range of activities covered in curriculum time. The planned programme reflects a breadth and balance across the NC areas of activity, including dance, games and athletics.

- ❖ We follow a range of inter-school fixtures, tournaments and festivals within the partnership.
- ❖ We publish a documented timetable of clubs. The extra-curricular content aims to be varied –including competitive and non-competitive and team- and individual based clubs appropriate for all pupils.

## **School Club Links**

The school seeks to make links with local community clubs whenever possible, e.g. link with the local football and archery groups.

## **Links with other subjects:**

PE can link to other subjects, e.g. Literacy, (recount/report/ instructions),

Science (body parts/pulse rates) and Maths shape / position / directions / counting and graphical representation of data).

ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

## **Equality**

All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies.

## **Records and Assessment**

Assessment **for** learning is made through short term (daily/weekly) observations of children's work, through discussion with the children and through their own self assessment.

Assessment **of** learning is made through medium term (summative) assessments and long term (formative) assessments.

## **Summary**

At Tritlington we believe PE to be an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the values that underpin our school and its beliefs.

## **Monitoring and Review**

This policy will be monitored and reviewed by the Governors' Curriculum Committee.

Reviewed: Summer 2013