



EASTFIELD PRIMARY SCHOOL PHYSICAL EDUCATION POLICY

Intent

Physical education at Eastfield develops the 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, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes a love for exercise and competition and an understanding of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Moreover, we empower the children to make informed choices about physical activity throughout their lives.

AIMS

We believe that all children, regardless of ethnic origin, gender, class, aptitude or disability are entitled to a broad and balanced education. Our aims in teaching physical education are:

- To develop competence to excel in a broad range of physical activities.
- To develop the language used in specific activities by modelling the correct terminology when teaching.
- To ensure children are physically active for sustained periods of time.
- To provide opportunities for all pupils to engage in competitive sports and activities.
- To promote healthy, active lifestyles.
- To develop strength, endurance, artistic, aesthetic and inter-personal skills through a variety of physical activities.
- To provide opportunities for increasing self-confidence by meeting practical challenges.
- To respond to instruction and understand the concept of fair play.
- To gain awareness and understanding of good movement in themselves and others and to be able to use this understanding in their physical activity.
- To be able to lift, carry, place and use equipment safely.
- To provide a consistent framework for safe practise in physical education.
- To deliver the National Curriculum for Physical Education through a range of activities and experiences.
- To develop and promote children's enjoyment and achievement.
- To develop positive relationships with team members.
- To celebrate successes and accept defeat.

PLANNING FOR PHYSICAL EDUCATION

Physical education will be taught as a discrete subject in both Foundation and Key Stages 1 and 2 but linked to other subjects where possible.

When planning lessons staff plan a range of activities to develop the skills identified in the PE National Curriculum (September 2013). Particular attention should be paid to how the learning objective will best be taught: individual activity, group activity or whole class demonstration and how the groups will be organised – ability based or mixed ability.

Key Stage 1

At Key Stage 1 pupils should develop movement skills, becoming increasingly competent and confident in a range of activities to extend their agility, balance and coordination both individually and with others. They should use the correct age-appropriate

vocabulary and be competitive (both against self and against others) and engage in co-operative physical activities in a range of 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

At 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 within competitive situations. They should enjoy communicating, collaborating and competing with each other, using the age-appropriate vocabulary. 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 a range of competitive games, modified where appropriate, and apply basic principles and tactics suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance in a range of activities (e.g. athletics, gymnastics).
- 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.

All lessons should be highly physical and challenge all pupils, working to achieve a high level of participation and high standards.

Swimming and water safety

Swimming will be taught for 1 hour per week when children are in Year 5 with classes attending on an alternative basis.

Pupils will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively, co-ordinating leg and arm movements.
- Perform self-rescue.

All children are expected to take part in swimming. If during menstruation, a child needs to be excused from swimming then a letter must be provided from their parent/carer. The child will then stay in school with a phase leader and complete the work set by the class teacher.

If a child forgets their swimming kit / brings the wrong kit, then they will be given a clean school swimming kit to wear, and parents will be notified to provide the correct kit for the following lesson. This will be recorded on Class Charts.

If a child cannot take part in swimming because of an injury e.g. in a cast. They will stay in school with a phase leader and complete the set work.

All children should take part in PE, including swimming, as it is a compulsory part of the National Curriculum and an important life skill. If a child is feeling 'unwell' but are well enough to be in school, then they will be expected to take part in PE/swimming. If a child is not 'well enough' to take part in PE / swimming, then they should not be in school and will be sent home.

CROSS CURRICULAR LINKS

PE forms an integral part of the individual's total development. It contributes to the quality of life, development of personal and inter-personal skills and significantly influences the choice of lifestyle, therefore activities link with all areas of learning for example:

- Health, hygiene and fitness
- Body structure, heart rate and muscular development
- Relationship of angles, measurement of speed and distance
- Use of levers, application of force, effects of gravity
- Stimulus of words, sounds and music
- Knowledge of the natural environment
- Appreciation of skilful performance
- Sport and leisure in society
- Citizenship
- Maths – the use of directional language
- RSE (healthy lifestyles, exercise and wellbeing)

Attainment:

By the end of each key stage, pupils will be expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study (National Curriculum September 2013).

Implementation

Mr Tew, Mrs Hylton and Mr Lavin deliver extended lessons as the children come to school already changed for the PE lesson. In KS1, pupils master basic movements; running, jumping, throwing and catching, participate in team games attacking / defending and perform dances. In KS2 pupils develop movements; Run, jump, throw and catch in isolation and in combination. The children play competitive games; attacking / defending; they develop flexibility, strength, technique, control and balance – athletics / gymnastics and perform dances. Year 5 will go swimming each week. Children in Y2 and Y6 complete residential and outdoor activities. We provide extra-curricular activities every day to promote and support physical activity.

ASSESSMENT, RECORDING AND REPORTING

Assessment of children's attainment is a continuous process, integral to all teaching and learning. The main purpose of the assessment is to identify the strengths, weaknesses and needs of the children against specific criteria. All pupils must make good or better progress based on their starting points. They should achieve high standards and demonstrate high quality learning in lessons.

Learning objectives will be identified in the planning process. Assessment will be undertaken to see whether these objectives have been achieved and recorded in line with the school record keeping system.

Children will be involved in the planning, performing and evaluation of their work in activities undertaken.

This will be evidenced by photographs, videos and the assessment against the are related expectations, using DC Pro.

COMPETITION

All children will have the opportunity to compete against themselves and others in PE lessons, house competitions, extra-curricular activities and Sports Day. Children will also have the opportunity to represent Eastfield and compete against other schools in a range of competitions.

PE and school sport information will be included on the school and local authority websites.

RESOURCES

The resources are stored centrally in the physical education cupboard. Equipment for each lesson should be collected by staff prior to the lesson starting and returned at the end of the lesson/day. Pupils should not collect equipment unsupervised. Equipment should be used for the teaching of physical education and supervised extra curricular activities only and not during lunchtimes. Separate equipment is available for children to use at lunch and break times.

The school hall and dinner hall are timetabled for PE activities and is suitable for bare feet.

EQUAL OPPORTUNITIES

In physical education equal opportunities is catered for in accordance with the school's equal opportunities policy. At Eastfield, we believe all children are entitled to an equal and fair chance to learn and gain experience regardless of differences in ability, gender, social racial or cultural backgrounds.

Children are given the opportunity to develop their skills and ability by attending after school clubs.

Pupils with physical differences are aided by additional resources being obtained if required.

HEALTH AND SAFETY

Safe practise in physical education is essential. Children are taught to carry and use apparatus and equipment safely and correctly.

Children are informed of the safe areas and expectations of the lesson.

Clothing and footwear:

Indoor: Plain black shorts, plain white t-shirt and pumps/bare feet.

Outdoor: Plain black shorts, Plain black joggers or plain black leggings plain white t-shirt and pumps/trainers with a school jumper in the winter.

When getting changed for after school clubs, Years 4, 5 and 6, will be split into boys and girls. The boys will get changed in class 11 and the girls will get changed in class 10, both of which are supervised by a member of staff. Years 2 and 3 will change in the same room which is supervised by a member of staff.

Jewellery:

Due to the guidance from The Association for Physical Education (May 2020) all jewellery, including religious items, must be removed for PE or swimming lessons as the item may become a hazard to others, as well as the wearer. Watches, rings, necklaces, bracelets and other jewels must not be worn during PE or swimming sessions. Teachers are not permitted to remove any item of jewellery from a child and so we ask for all items to be removed on PE days and left at home. If a parent insists that their child wears small religious items, they must ensure that their child has the appropriate clothing to cover the item during PE. e.g. a sweat band. Parents should remove their child's earrings before coming to school on PE days or teach their child to remove the earrings at the start of each lesson. Children will be responsible for their own earrings if they are taken out at school. In the case where a child has had their ears pierced recently and needs to keep them in for 4-6 weeks, the child will not take part in the PE lesson and will complete another related task. E.g. catch-up work. Parents are therefore advised to have their children's ears pierced at the start of the summer holidays.

WET WEATHER

In the event of wet weather preventing Games being taught outside; the hall or dinner hall should be used. As this is not big enough to teach games skills, knowledge and understanding of fitness and health can be taught through circuit training and multi-skills activities. Alternatively, at Key Stage 2 team building and problem-solving skills could be developed.

There is also a multi-ball court available for use on the other side of the car park that has an all-weather surface that can be used in the event of wet weather.

Signed – Liam Tew

Date – January 2024

Review Date – July 2025

EASTFIELD PRIMARY SCHOOL PHYSICAL EDUCATION EQUIPMENT

<p><u>Athletics</u></p> <p>foam discus foam javelins relay batons plastic eggs, metal spoons skipping ropes multi-level hurdles</p> <p><u>Gymnastics</u></p> <p>mats benches box/horse Big apparatus/wall bars</p> <p><u>Invasion Games</u></p> <p>basketball – balls, court, hoops football – multi-layer and vinyl balls netball – netballs rugby – size 3, 4 and foam balls, tag belts uni-hoc – plastic sticks, pucks and balls</p>	<p><u>Net and Wall</u></p> <p>tennis – plastic and stringed racquets, tennis balls volleyball – balls badminton - racquets and shuttlecocks</p> <p><u>Striking and Fielding</u></p> <p>kwik cricket – bats, stumps, balls rounders – posts, bases, bats and balls Tri Golf- clubs, balls, targets</p> <p><u>Other Equipment</u></p> <p>bands – red, blue, green, yellow beanbags carrying nets hoops pump and needle quoits various soft balls – mixed sizes reaction balls Dodgeballs</p>
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