



# Hawkshead Esthwaite Primary School

## Physical Education Policy

### Rationale

At Hawkshead School we believe that physical education, experienced in a safe and supportive environment is a unique and vital contributor to a child's physical development and well being. A broad and balanced physical education curriculum will develop children's confidence in their ability to manage themselves and their bodies within a variety of movement situations. Physical Education provides all children with the opportunity to develop many skills, whether through individual or team situations, which can be applied to many aspects of their lives. Physical Education also promotes a healthy lifestyle which children can develop and value into adulthood.

### Aims of our P.E Curriculum

- *Foster a love for and enjoyment of being active.*
- *Develop 'fitness for life' through promoting the health benefits of regular exercise.*
- *Identify talents*
- *Develop self esteem, confidence and social skills.*
- *Contribute to the physical development of every child.*
- *Give children a way of expressing themselves and an opportunity to be creative.*
- *Develop a range of skills that can be applied in other contexts.*
- *Give children the opportunity to try out activities that they would not otherwise have access to.*

### Implementation of Policy

At Hawkshead School we use a variety of teaching and learning styles which involve a mixture of whole-class, group and individual activities. Teachers model good skills and technique and also draw attention to good examples of individual performance to use as models for the other children.

We have a broad and progressive curriculum map containing a breadth of experience in different types of movement and skills, and encourages children to develop competency and confidence within these.

Our key concepts in P.E are as follows:

- *Physical skills*
- *Thinking skills*
- *Personal skills*
- *Health skills*

At Hawkshead School every lesson should be focused around a clear learning objective and an incremental success criterion, to explain 'how' the learners will achieve their learning objective. Within lessons children have the opportunity both to collaborate and compete with each other, and they have the opportunity to use a wide range of resources. Activities should be adapted as the lesson progresses to support or extend skill development. Children are encouraged to evaluate their own work as well as the work of other children and give supportive and useful feedback.

### **Early Years Foundation Stage**

Within the EYFS curriculum, Physical Education falls under the Prime Area of Learning; Physical Development. This area of learning aims to improve the coordination, control, manipulation and movement of children and we consider this to underpin improvement across many other areas of children's development. Due to the structure of our mixed age classes, our EYFS pupils undertake PE lessons with their KS1 class peers, allowing for regular, focused development of movement, balance, co-ordination skills and personal and social skills.

### **Key Stage One**

Our physical education curriculum maps are derived from National Curriculum programmes of study for physical education. Children will take part in units of work from across the range of dance, gymnastic, games and athletics activities where the focus of lessons is movement and skill development rather than 'sport specific.' The curriculum map structure is supported by a comprehensive scheme of learning which can be used as a basis for progressive lessons within a unit of work. Children will also participate in a day of outdoor and adventurous activities and a block of swimming each year.

### **Key Stage Two**

The curriculum for our Key Stage Two pupils very much builds on and extends the skills and understanding from Key Stage One. Physical skills are revisited but become more game specific, as children learn tactical application and game play understanding. The curriculum map remains broad, as children experience units of work from across the games, dance, gymnastic, swimming and outdoor activity areas. Each KS2 class participates in an outdoor activities residential at least every other year.

### **Clothing Requirements**

At Hawkshead School children are expected to wear appropriate clothing for each activity and the school provides a PE t-shirt and shorts for physical activity. Children must have trainers in their PE bag for lessons, our daily running activities and clubs. It is recommended that they bring jogging bottoms for colder weather. Bare feet are recommended for gymnastic and dance activities. All clothing and footwear should be suitable for the activity and teachers will check this regularly.

### **Inclusion**

Inclusion in physical activities means that all children have access to learning opportunities regardless of race, gender and ability. We aim to create an environment in which all children learn to respect and value each other and each other's interests and physical ability. This is achieved by employing the following strategies:

- *Having equal expectations of boys and girls.*
- *Teaching mixed gender/ability groups and pairs.*

- *Structuring activities so that all are fully involved.*
- *Providing opportunities for children to present their work to others.*
- *Recognising the need to extend more able children and targeting them for school clubs/signposting to community clubs.*
- *Anticipate needs and provide support as required. This could be the provision of specialist equipment, adult support or modified teaching programmes.*
- *Targeting particular children during playtimes and supporting them in physical play.*
- *Organising coaches from both genders to lead lessons and clubs.*
- *Including disability activities (boccia/wheelchair basketball) in our curriculum activities.*
- *Celebrating the achievements of all, not just those that excel.*

### **Extra-curricular provision**

At Hawkshead School we offer a wide range of extra-curricular physical activities:

- *Football.*
- *Cricket.*
- *Cross country running.*
- *Athletics.*
- *Gymnastics*
- *Dance*
- *Badminton*
- *Netball.*
- *Tennis.*

### **Resources**

We have a substantial range of resources for physical activity across the PE curriculum, including access to a sports field with tennis/basketball courts. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning. There is enough equipment available for full participation for a whole class in each lesson.

Children are encouraged to:

1. *Look after resources*
2. *Use different resources to promote learning*
3. *Return all resources tidily and to the correct place (Staff to supervise)*
4. *Be told of any safety procedures relating to the carrying or handling of resources.*

### **Planning, Assessment and Recording**

Teachers use the curriculum map to ensure that there is a breadth of coverage across the different areas of PE. Lesson planning is supported by our PE scheme 'Complete PE' which ensures that learning is progressive across a unit of work and through the key stages. Lesson planning includes a specific skill focus, a range of

activities to develop this, key questions and identification of appropriate vocabulary. Teachers will assess formatively as they teach, with guidance from the scheme on expectations to achieve the lesson outcome. Summative assessment is recorded each term through our online assessment and tracking system.

### **Special Educational Needs**

Children with additional needs are supported wherever possible within PE lessons to ensure that they can fully participate, or activities can be adapted to develop their skills from their current level. Learning aims can be very specific to the needs of a child within our lessons and inclusion can be enabled where possible.

### **Health and Safety**

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. Risk assessments are available for off site activities.

All children must be taught how to handle apparatus and resources appropriately. They should be taught to recognise hazards, assess the possible risks and take steps to control the risks to themselves and others.

Any other adults working with the children should be made aware of individual needs of the children they are working with where appropriate.

### **Role and Responsibilities of the PE Leader.**

*• Support teachers to implement the P.E curriculum map effectively and providing them with support to master the content knowledge and content pedagogical knowledge required to teach P.E well.*

*Support and advise colleagues in the planning, delivery and assessment of P.E.*

- Inform colleagues of changes that occur regarding teaching and policy.*
- Provide resources for use by staff that are accessible.*
- Keep up to date with current developments through attending courses and disseminate this information to staff through INSET and informal meetings.*
- Be responsible for auditing resources available for use in all PE activities.*
- Report any broken or 'defect' equipment and arrange repair or replace.*
- Order/replace any consumables, materials or resources required for the safe delivery of the PE curriculum.*
- Use, share and increase awareness in the teaching of P.E.*
- Monitor the quality, development and delivery of P.E throughout the school.*
- Ensure that children have the opportunity to become involved in extracurricular clubs to further develop skills and talents.*
- Supply risk assessments for off-site activities.*

### **Equality of Opportunity**

At Hawkshead School all children have an equal opportunity to become independently active. The children's needs and interests will be protected regardless of gender, culture, ability, disability or aptitude. All children will be given the opportunity to develop their capability in many areas of P.E. Physical education experiences will reflect the school policy on promoting equal opportunities for all children in terms of organisation, opportunities and access to resources.

## **Disability Equality Impact Assessment**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

***Any questions or concerns regarding this policy should be made to Paula Bowen***