

The Heath Academy



Growing Excellent Learners



Physical Education Policy for Oakhurst Community First and Nursery School

November 2016

Champions of Sport

Heath Multi Academy Trust

1. Rationale

The Governors, staff and children at Oakhurst Community First and Nursery School believe that Physical Education (PE) is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in:

Athletics (Track & Field)

Individual & Team Games

Gymnastics

Dance

Outdoor and Adventurous Activities

Swimming

The whole community of Oakhurst also believe that healthy active lifestyles for all children is of paramount importance, as is the physical and mental wellbeing of all learners. PE contributes to the overall education of young people by providing opportunities for collaboration, challenge, appropriate risk-taking, and achievement. We firmly believe PE will enable our children to live happy, healthy and successful lives where they can contribute to the wider world.

2. Policy Development

The PE policy was developed following consultation with members of the Local Governing Body, the Head teacher, teaching staff, support staff and curriculum coordinators across the Holt Heath Academy.

3. Purposes and Aims

The aim of the PE policy is to clarify and inform all governors, staff, children, parents and visitors, how PE is delivered throughout our school.

We aim that all children at Oakhurst will:

- be physically active and find enjoyment in physical activity.
- find a lasting sense of purpose, achievement and fulfilment in physical activity.
- develop physical skills, habits and interests that will promote a healthy lifestyle.
- value and be sensitive to the views, needs and feelings of others in all activities.
- develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour and an ability to cope with success and failure.
- learn how physical exercise affects and benefits the body.
- understand the need for safe practice in physical activities and know how to achieve this.

4. Equal Opportunities

We believe that all children, irrespective of physical ability, race, gender, creed or stage of achievement have the right to reach their full potential in PE and achieve enjoyment, satisfaction and success at their own personal level. All children, including those who may not have an interest for PE, will be encouraged to develop:

- Control, co-ordination and mobility.
- A range of skills in a multitude of physical disciplines.
- An awareness of physical capabilities of the body.
- Co-operative skills.

5. Definition of PE and content of the curriculum

PE is a foundation subject in the National Curriculum. The fundamental skills, knowledge, concepts and objectives of the subject are set out in 'The Physical Education programmes of study; Key Stage 1 and 2 National Curriculum in England' where they are categorised into 6 areas of activity:

- Athletics
- Games
- Gymnastics
- Dance
- Outdoor and adventure activities
- Swimming

However, there are several areas of learning and development that must shape educational programmes within Early Years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development

Physical development in the early years involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

6. Areas of Activity

Dance

Dance is an art form that is concerned with developing whole body control, coordination, creativity and versatility. Dance contributes to and maintains flexibility, balance, agility, strength and endurance. Dance promotes aesthetic awareness and the appreciation of beauty and quality in movement. Composition, performance and appreciation are the three components of dance. All are inter-related and will usually be taught together. Dance is linked where possible across other aspects of the national curriculum.

Aims

- To develop control, co-ordination, balance and poise in basic actions of travelling, elevation and stillness.
- To enable children to learn and enrich movements by varying shape, size, direction, level, speed, tension and continuity.
- To experience and respond to a variety of stimuli, including partners, light and music.
- To explore moods, express feelings and ideas and create simple characters and narratives within movement.
- To create dances with clear beginnings, middles and ends.
- To use techniques and styles to communicate meanings and ideas.
- To give children the opportunity to describe, interpret and evaluate all aspects of dance, choreography, performance and content production.
- To experience traditional/folk dances and music from different countries and cultures.

Individual and Team Games

Games and competitive sports are an essential part of the PE programme. They involve children participating and competing as individuals and as part of a team. Individual and team games are concerned with skill development, selecting strategic tactics and enhancing principles of play. Children also develop their communication skills and leadership qualities in addition to appreciating the importance of sportsmanship.

Aims

- To provide experience of a variety of different games including: invasion games such as Football, Tag Rugby and basketball; net and ball games such as Tennis and striking and fielding games such as Rounders.
- To gain understanding of common skills and principles, including attack and defence in all types of games.
- To provide games practices that help improve skills.
- To develop and modify own competitive games, rules and scoring systems.
- To experience a variety of roles in each game.
- To play and understand small-sided versions of recognised and modified games.

Gymnastics

In gymnastics the focus is on the whole body to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and

coordination, individually and with others. We are also concerned with acquiring control, creativity and versatility. Strength is developed and flexibility is maintained through gym. The natural actions involved include, leaping, balancing, inverting, climbing, rolling and swinging. Pupils work alone, with partners and in small groups, sharing ideas, carefully sharing space and helping one another to lift, carry, place and use apparatus effectively and safely.

Aims

- To experience many ways of performing basic actions.
- To improve control of individual actions through repeated practice.
- To learn to link together a series of actions on floor and apparatus and to be able to repeat them.
- To learn how to lift, carry and position apparatus.
- To learn to emphasise elements such as changing shape, speed and direction in a longer series of actions in response to a task.
- To show how body tension, clarity of shape and extension influence quality.
- To develop aesthetic qualities such as contrast, variety and repetition in more complex sequences.
- To demonstrate sequences with or without contact in partner work.
- To analyse own and others techniques.

Athletics (Track & Field)

In athletics the focus is upon developing a variety of natural physical actions like running, jumping and throwing, both in isolation and simultaneously. The activities provide excellent opportunities for promoting physical fitness and acknowledging how to enhance performance across long and short distance running including cross country, hurdles and relays, jumping (long jump and high jump) and throwing (javelin).

Aims

- To experience and participate in running, jumping and throwing activities.
- To develop and practice the basic skills leading to the different athletic events.
- To measure height and distance, make comparisons and improve overall athletic performance.
- To experience individual and team competition.
- To learn about the effects of exercise upon physical health, fitness and general wellbeing.

Outdoor and Adventurous Activities

Outdoor and Adventurous Activities provide excitement and challenge in a positive way. They also provide opportunities for learning about one's character and surrounding environment. Risk taking and decision making are crucial aspects of our Outdoor Adventure programme as children experience orienteering and climbing.

Aims

- To explore the potential for physical activities within the immediate environment.
- To undertake simple orienteering activities.
- To learn the principles of safety in the outdoors and how to avoid danger.
- To experience the need for mutual support/reliance on others in a challenging environment.
- To take conscious risks, push personal limits and boundaries and overcome fears.

Swimming

Swimming is available for all children across Key Stage 2 (Years 3 & 4). The swimming sessions take place during the Spring or Summer Terms (depending on availability of pool) at Ferndown Leisure Centre. The swimming sessions are free however a small fee is incurred for transport and a lifeguard. Our school contributes towards the overall cost to support parents. Swimming coaching/tuition is delivered by school staff and lifeguards are employed by Ferndown Leisure Centre. Children are encouraged to participate in and/or selected for competitive swimming galas across the academy, usually hosted at St. Ives Primary and Nursery School.

Aims

- To promote water confidence.
- To develop competent and confident swimmers to a distance of at least 25m.
- To use a range of strokes effectively including front crawl, backstroke, breaststroke and butterfly.
- To perform safe self-rescue in different water-based situations.
- To recognise poolside dangers and how to minimise/avoid injury.

Early Years Learning Goals

Physical development Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

7. Role of PE Subject Co-ordinator

1. Take the lead in policy development.
2. Take responsibility for the purchase and organisation of central resources for PE.

3. Give support to colleagues where appropriate.
4. Remain up to date with developments in PE through attending relevant Continuous Professional Development and arranging appropriate subject specific training for colleagues.
5. Organise sports activities as relevant to the school, including Sports Day and WOW Days.
6. Report to governors.
7. Liaise with outside agencies and coaches.
8. Communicate and network with other schools in the partnership and other PE coordinators.
9. Keep sports funding up to date and allocate money to required areas of improvement.
10. Organise the PE timetable and monitor the delivery of PE across the school.
11. Ensure progress and attainment.

8. Rising Stars 'Champions' Scheme

Key Stage 1 & 2 teaching staff are no longer required to plan their own PE lessons due to the recent purchase (2015) of the Rising Stars 'Champions' Scheme. The scheme is designed to cover all areas of activity across the PE National Curriculum with the exception of swimming. Three main elements are covered within the scheme including Sport, Fitness and Health. Each Year group has its own overview containing specified units to cover the Sport, Fitness and Health elements. Each Year Group overview is made up of flexible, easy to follow step-by-step lesson plans for simple delivery of effective PE content. The scheme enables teachers to monitor and track pupils' progress with fun, motivating and engaging challenges, incentives and rewards. The scheme also ensures definite progress in that teachers will not replicate lessons across year groups e.g. a Year 1 gymnastics lesson will be significantly different from a Year 4 gymnastics lesson in terms of content and complexity. Progression across the school has gone from strength to strength. The Early years teaching staff do continue to plan their own PE sessions following their key stage statutory frameworks.

9. Organisation

The PE curriculum is the most firmly timetabled element of the curriculum because of the need to use the main hall, outside areas (playground and field) and other external venues. A PE timetable is drawn up at the beginning of the academic year and all staff are made aware of this. PE is taught throughout the school year but not all areas of activity are covered each term.

Within this framework, each class from all Key Stages:

- Spend two hours per week on PE covering athletics, individual and team games, gymnastics, dance and outdoor and adventurous activities (Early Years focus on Physical development encompassing Moving & Handling).

- Have weekly swimming lesson during the Spring or Summer Term, (Year 3 & 4 only) at Ferndown Leisure Centre.

10. Delivery

There is specialist teaching/coaching in PE by Team Theme (Tennis, Tag Rugby and Athletics), South Coast Tigers Basketball Club, Danni Dance Zone and Darren Tri Golf who come into our school to deliver specialized lessons to all classes on a rotational system. These coaches/experts are very familiar to the children and they provide continuity. Class teachers oversee external coaches' sessions. All other areas of PE are taught by class teachers using the Rising Stars 'Champions' scheme. The predominant mode of learning in PE is co-operative pair/group work although individual work and whole class teaching are used where appropriate within this structure. Paired learning and group work are usually of mixed ability as are teams within games sessions.

Feedback to pupils about their own progress in PE is achieved and encouraged through discussion between child/teacher in the context of the PE lesson.

Teachers assess the outside coach's performance and fit for purpose during and after their session to ensure the children are getting the best possible teaching. All teaching staff complete a questionnaire every half term following all coach-led lessons.

11. Assessment

At Oakhurst, we believe that it is crucial to monitor each child's progress in each aspect of the subject and as such, formative assessment is used to determine what each child has learned and what therefore should be their next steps for learning. Children are assessed during lessons and are questioned to explore what they know, understand and can do. The children are assessed on their individual ability and class teachers will complete a Foundation Subject Assessment Form once each academic year. Early Years use SPTO & Tapestry. Suitable tasks for assessment include:

- Practical tasks directly observed by the teacher.
- Specific sport and fitness targets for individual pupils.
- Use of digital cameras and the video recorder.

Reporting in PE will focus on each child's:

- Control, co-ordination and mobility.
- A range of skills in a multitude of physical disciplines.
- Awareness of the physical capabilities of the body.
- Co-operative skills.

12. Strategies for the use of Resources

All the main PE equipment is stored centrally. Indoor equipment is stored in the hall. Outdoor equipment is stored in the PE shed in the playground. The key for the PE shed is kept on a hook in the kitchen opposite the shed. Time is a resource that we value. To maximise its use in PE pupils are encouraged to change swiftly and with a minimum of fuss and lessons are conducted in a disciplined manner. Resources are respected by all staff

and children.

13. Health and Safety issues in PE

1. Good discipline. Children need to be taught to alight from equipment immediately should there be an accident. Children should be involved in risk assessments.
2. Correct handling of apparatus. Teachers should check apparatus before children use it.
3. Correct PE Kit (clothing and footwear) and orderly changing.
4. Constant awareness on the part of teachers and support staff.
5. Long hair should be tied back and ear-rings taken out, not worn on the day or covered with tape provided from home.
6. During after school clubs another member of staff should be available in case of an emergency.
7. Staff should know where asthma inhalers and other medicines are kept (with relevant class teacher during PE, or in secure first aid bags clearly named).
8. All PE sessions have a qualified first aider to hand.
9. Gloves should be worn at all times when dealing with cuts. If any child is unwell or unfit to take part in any activity, they must have a letter from their parent/carer which explains the situation.
10. An accident report form will be completed in the event of any injuries and a copy provided to parents.

14. Safety Checklist

Before you start:

- . Are the pupils suitably dressed?
- Barefoot for dance and gym.
- Trainers/plimsolls for games, athletics, outdoor adventure.
- Have you the teacher changed into suitable footwear and clothing and tied own hair back?
- Have you checked long hair is tied back and earrings are removed/taped?
- Always make sure that any obstructions are out of the way when you are there.
- Does a signal immediately produce Stop Look Listen?
- Do the children handle equipment with care?
- . Avoid using faulty equipment until it has been repaired or replaced.

15. Safety Procedures

Outdoors - during games lessons on the school field, are the children aware of the need for safety? Good control and knowledge of safety procedures are essential.

Indoors- are you keeping clear of all usual obstructions?

Mats should be placed where it is expected that pupils will need to cushion deliberate landings but should not be placed around indiscriminately - only place a mat where you want the children to land.

In case of an accident, correct procedures must be followed.

Apparatus is checked annually by the local authority to ensure safety in PE

16. Staff Training

Staff will be encouraged to attend courses and review resources. The PE co-ordinator will have access to specific training to support and develop their role across the school.

17. Enriching the PE Curriculum

These include:

- Participation in local cluster tournaments and multi-skills events (Football, Tag Rugby, Swimming Gala, Athletics).
- Visits from, and liaison with, professional dancers and sports players.
- After school clubs run by outside agencies such as AFC Bournemouth.
- Sports Leaders responsible for providing sports equipment to children at break and lunch times.
- Table tennis timetable.
- Sport clubs are overseen by Mr Webb. Mrs Davy runs a successful gymnastics club after school on Tuesdays. Mr Webb delivers a Year 4 Football Club on Friday lunchtimes and Table Tennis every break time. A brand new 'Change for Life' Club is planned to commence January 2017 to promote healthy active lifestyles further. Name of club; 'Energy Club!'
- Access to school field/grounds at break and lunch times during inclement weather.

18. Heath Academy 'Champions of Sport'

The PE Coordinators within the Heath Academy are working tirelessly to promote and improve school sport and PE. Each school has a designated 'Champion of Sport' (Mr Webb) who collaborates with the other PE coordinators. Regular meetings (half termly) take place to create and arrange events and fixtures for all year groups across the schools. Schools host events/competitions in order for all children to experience competition in a range of sports against children from other schools.

19. Dissemination

All members of the governing body and staff will receive a copy of this policy. The policy will be available on request to parents, LEA, OFSTED and others working for the school, through the Head teacher. All relevant information regarding Sports Funding, Timetables and Policy are available to view at request or on the school website.

20. Reviewing the Policy

This policy will be reviewed every two years.

Date of next review: **November 2018**

Signed

Date