



Glenleigh Park Academy

"Ambassadors for Life"

Physical Education Policy

Glenleigh Park Primary Academy 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 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 primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport.

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 the school will provide opportunities for all pupils to work with PE specialists (Premier Sports) once a week in both PE and the Golden Mile (The Golden Mile is a health and fitness initiative that aims to increase the children's fitness through regular daily exercise). The funding will also support PE training by providing opportunities for teachers to work alongside these specialist teachers for their own continued professional development.

We offer outdoor education opportunities 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 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 the Reception Class (EYFS), 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.

Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week. In KS1 the 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. At KS2 pupils 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 a scheme of work provided by Premier Sports for each sports area.

Inter-school competitions:

Every term there is a competition run by Premier sports, offered to the local primary schools. We are fortunate that we tend to host most of these and our children may be given the opportunity to represent Glenleigh Park in an assortment of different sports.

Swimming:

According to the National Curriculum all children should swim by the age of twelve. At Glenleigh Park Primary Academy, children go swimming at King Offa Academy in the summer term of Year 4; being taught by a qualified swimming coach and school staff who have attended lifeguard training. Hats should be worn and guidelines recommend appropriate swimwear i.e. a one piece costume for girls and trunks (not shorts) for boys.

Curriculum Differentiation

The School Sports Partnership recommends using the principle of STEP for adjusting lesson activities for differentiation. 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.

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

Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class with support from Premier Sports. All staff are given the opportunity (through a rolling programme) for 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 and Premier Sports, alongside the PE subject leader, provide additional support where necessary. Any staff who attends CPD courses in PE must provide feedback/ disseminate the information to the rest of the staff.

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.

PE coordinator and/or Premier Sports staff monitor teaching standards through yearly observations of class teachers.

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, tracksuit bottoms and t-shirts.
- Teachers and support staff are provided with a school sports shirt and are expected to wear these along with tracksuit when teaching PE. Premier Sports staff have their own sportswear.
- Children will work in bare feet for all indoor and apparatus work.
- Plimsolls or trainers are worn for outdoor games, together with tracksuits/leggings if it is cold.

- Jewellery is **not** to be worn. Adults are not permitted to remove earrings for children; masking tape can be used to cover studs but children should be encouraged to remove them whenever possible.
- 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 to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs. Girls and boys in Y6 are not expected to change together.

Out-of-School-hours Learning

Our extra-curricular programme compliments and supplements the range of activities covered in curriculum time. The programme reflects a breadth and balance across the NC areas of activity, including fencing, gymnastics, games and athletics. We follow a range of inter-school fixtures, tournaments and festivals within the partnership. At the beginning of each term, 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. Karate, Brownies.

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. English lessons taught by Premier Sports staff to reluctant Year 4 boy writers has been piloted this year and is proving successful thus far.

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 Glenleigh Park 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 Governing body. **Review date 01.09.2018**