

Glade Primary School

P.E Policy



Growing, Learning & Achieving with Dedication & Enthusiasm

Date of adoption: **September 2020**

Date of Review: **September 2022**

S. Ellis



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P.E Policy

Introduction

Our high-quality physical education curriculum inspires all pupils to succeed and excel in sport and other physically demanding activities. It teaches core skills and builds on these, allowing children to apply their knowledge in competitive sport both in and out of school and evaluate their performance. The curriculum offers a comprehensive range of experiences to meet the needs of individual pupils, to encourage and promote active involvement by all pupils as performers, spectators and officials.

We provide many opportunities over the course of an extended school day for pupils to be physical in a way which supports their health and fitness and helps to embed values such as fairness and respect.

An active lifestyle is also promoted through our travel plan, as evidenced through our acquirement of a TfL STARS Gold award.

We use lessons from the Rising Stars Champions scheme of work as well as the use of specialised coaches across all year groups. These, as well as regular attendance on PE courses and staff INSETs, support the professional development and skills of teachers.

The impact of PE is seen through pupil interviews, teacher/coach evaluations, data regarding active travel to and from school, attendance at clubs and from performance in competitions.

“P.E provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, in groups and in teams. It promotes positive attitudes towards active and healthy lifestyles.” (DFEE.)

Aims

.To develop the ability to plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small group and small team activities.

. To develop the ability to apply knowledge, skills and concepts appropriately and effectively within a varied and balanced range of activities.

. To sustain an appreciation of physical movement in all its forms through informed observation, analysis and evaluation.

. To develop a knowledge and appreciation of safety procedures and practices, including the need for rules and regulations.

. To enhance the self-respect and self-confidence of students by setting appropriate goals.

• To promote the development of cooperation, communication and creativity of students through the activities taught.

• To develop an understanding and appreciation of the aspects of health related to exercise, and encourage participation in an active lifestyle.

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- To encourage the development of pupils' spiritual, moral, social and cultural well being.
- . To encourage spiritual development through giving pupils the opportunity to achieve positive attitudes towards themselves.
- . To encourage moral development through helping pupils learn fair play based on rules and the convention of activities. To develop sportsmanship and an ability to know how to act in sporting situations.
- To develop pupils' social skills through activities involving responsibility, commitment, trust, loyalty and teamwork by participating individually, in pairs, in small groups and as a whole class.
- . To develop pupils' cultural awareness, through helping them experience and develop an understanding of activities from a range of cultures, e.g. African dancing and traditional games. For Pupils to be aware of how sport can go beyond cultural boundaries.
- . To instil the ethos that physical activity is good for health and well-being.

Entitlement

All pupils are given the opportunity to engage in P.E for at least two 60 minute sessions a week with equal access to P.E resources. Teachers can also choose for children to take part in 10 minute physical activity sessions in class, such as yoga, Take 10 or Aerobics as needed.

P.E is taught in the Lloyd hall for KS1 and the main hall for KS2. Outdoor P.E takes place on the playground and field.

Integration

All pupils are given the opportunities of working with other pupils from different cultural and gender groups to enable them to appreciate and value the abilities of others. Pupils have the opportunity to work in mixed ability groups and support those of different needs.

Breadth and Balance

At Glade, we aim to implement the New National Curriculum framework proposals at KS 1 and KS2 (2014). Balance is achieved by mapping activities to ensure sufficient attention is given to each area of experience so students are able to sample the richness of physical education.

Implementation

P.E is taught from nursery to year 6. In the Foundation Stage, pupils' motor skills are developed through dance, gymnastics and early games skills. In Key Stage 1 pupils are taught skills such as throwing, catching, running and jumping which they begin to apply to various activities and games. They are also taught to develop skills in balance, agility and co-ordination which they apply to gymnastics and dance routines. This teaching continues in Key Stage 2 where children build upon these skills, learning to also attack and defend in games such as hockey, rugby, netball, cricket and

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rounders. They develop their flexibility and strength through activities such as boxercise, circuits and athletics, where they compare their performance with previous ones and aim to improve, and with gymnastics and dance where they use and choreograph a range of movements.

In addition, the pupils are also taught swimming and water safety, outdoor pursuits and adventurous activities. (See Appendix 1.)

Through watching, listening, and experimenting, practising and refining and evaluating each other's performance, pupils develop their skills in movement and co-ordination and enjoy expressing themselves in a variety of situations.

Cross Curricular Links

These are links made with other curricular subjects. For example:

Science - heart rates, effect of exercise on the body

ICT - data collection, spreadsheets, videos/photographs of performances

Maths - graphs, measuring, estimation, time keeping

English - commentary, reports, recounts

D.T - design of equipment through time

PSHE and C - cultural games, teamwork, fair play, sportsmanship

History - Olympics, Commonwealth games

Geography –outdoor adventurous activities which include orienteering skills

R. E - chariots of fire

Art - observational drawing of sports equipment

Health and Safety

P.E will always have, within its challenges, the risk of accidents. Such challenges are essential for the subject if it is to remain a valuable learning experience. With this in mind, Glade is committed to the design and provision of safe and healthy working conditions and procedures for its staff and pupils.

Prior to every lesson, staff should carry out their own "risk assessment" of their teaching area to see if it is safe to teach in. There is also a specific P.E risk assessment written by the subject leader for all P.E areas which is kept in the subject leader's file and the main risk assessment folder.

Any member of staff finding a defect of the school facilities/premises or equipment pertaining to PE should do the following:

1. Report defect to the Caretaker or P.E subject leader.
2. Defective equipment should be removed immediately and any facility (inc. floors, doors, lights etc) should be taken out of use until the fault has been rectified.

Members of staff should be vigilant about checking facilities and equipment every lesson.

Equally, teachers should educate students to check the apparatus, equipment and environment for themselves before they start work and report any defects to their teacher.

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All pupils must be advised of appropriate code of conduct whilst getting out and using equipment.

All students will be supervised while moving equipment and should be instructed as to:

1. "Where and how it is stored.
2. How it should be carried.
3. Be fully aware of fixing characteristics of indoor and outdoor equipment.

Health and Safety in Gymnastics

The setting out and putting away of apparatus in gymnastics is the pupils' responsibility, thus developing teamwork skills, communication and co-operation. However, this should be done with specific guidance from the teacher:

- . Four pupils should carry the floor mats. Two on each of the long sides of the mat.
- . The movement tables should be carried by a minimum of four pupils.
- . The horse should be split in to two segments; each segment should be carried by a minimum of four people.
- . The benches should be carried by a minimum of four pupils.
- . The teacher should take out the wall bars and the teacher should fit any attachments.
- . All equipment should be surrounded by mats
- . The teacher should check all equipment before the pupils start.

N.B. All pupils should participate in gymnastics in bare feet.

Equipment

This is checked yearly by a registered company to ensure that it is suitable for use. There is a range of gymnastic apparatus in both halls including mats, benches, climbing frame and ropes. Outdoor equipment such as balls, hockey sticks, hoops and tennis rackets is kept in the PE shed in the playground. This is locked after use and only entered by adults.

Supervision of students

Pupils should be supervised at all times and given clear instructions as to what is expected of them.

Extra vigilance is necessary when pupils are using the pool at Caterham, using off site facilities and moving equipment.

Teachers should be aware of their pupils':

- needs
- strengths and weaknesses disabilities
- medical conditions
- experience
- maturity

When planning lessons, activities and tasks, teachers should show evidence of modifying the level or nature of the activity where necessary.

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As a matter of good practice students should be taught to:

1. Be concerned with their own and others' safety in all activities undertaken.
2. Lift, carry, place and secure equipment safely.
3. Be aware of inappropriate and overuse of the body.
4. Understand why particular clothing, footwear and protective clothing are worn for different activities.
5. Understand the risks involved concerning jewellery, long hair, chewing gum and tying footwear.
6. Respond readily to instructions and signals within established routines and follow relevant rules and codes.

Medical Problems

It is of paramount importance that an up to date register of both long and short term medical conditions which will effect pupils' participation is kept visible within each classroom.

Epilepsy

Before being allowed to take part in all or part of the P.E curriculum written permission is required from the parents detailing the extent of the condition and the students' limitations.

The pupil involved needs to be relied upon to recognise symptoms preceding an attack.

The pupil should not be allowed to climb high in the gym and a buddy system should be employed.

All staff are required to know how to deal with a seizure.

Asthma

Pupils should be relied on to recognise preceding symptoms and know what to do in the event of an attack.

All staff are required to be familiar with the procedures that are essential in the event of a serious attack (i.e. important to exhale)

Inhalers need to be with the teacher when participating in physical exercise. Pupils should warm up thoroughly.

Diabetes

All staff are required to know the symptoms, and pupils are encouraged to take sugar supplements into the lesson.

In all instances, the trained First Aider should be called.

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All teachers need to be aware of the nature of any learning problems, disabilities, emotional or behaviour disorders of their pupils and any constraints on physical activity and as a result, plan lessons accordingly.

Problems may include:

- poor coordination or balance
- lack of spatial concept or perception
- slow reaction times
- variable levels of concentration cardio-vascular inhibition muscle spasms sensory loss

Children with additional needs have the opportunity to take part in sporting events such as the Panathlon specifically for children with additional learning needs. This encourages their independence and self-esteem in physical activity.

Accident Procedure/First Aid

Glade primary school has a number of First Aiders. If a pupil is in need of attention, the pupil should be sent accompanied to the office. If the condition is perceived to be more serious the pupil should be made comfortable and the First Aider sent for.

There are first aid kits in the front office. One should always be taken for use away from the school site.

In the event of an accident the following procedure should take place:

1. Calm the rest of the class and ensure they are in no danger.
2. Make student comfortable and care for injury or condition without causing further complications.
3. When and where necessary seek assistance from a First Aider or Emergency Services.
4. All serious injuries should be reported on an accident form and sent to the appropriate authority.

If the accident occurs off site, where possible, the school should be informed immediately and the student to be made comfortable.

Depending on the perceived severity of the accident, parents should be informed and, if necessary, the Emergency Services.

Dress

All students should be wearing the correct school P.E kit: black shorts and green Glade t-shirt for indoor P.E. Clothing must not restrict movement, get caught on equipment or permit excessive loss of heat particularly outdoors. Pupils are encouraged to wear tracksuits or jumpers and track bottoms for outdoor P.E. Appropriate footwear (plimsolls for indoor and trainers for outdoor) should be worn and securely laced for specific activities.

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Children should be in bare feet for gym and dance activities - NEVER allow stocking feet.

No jewellery is allowed. Stud earrings must be taped.

Non-Participation

Children without kit should initially be sent to the hall where spare kit is available. If no kit is available, children in KS1 should be sent to their year group partner's room for the duration of the lesson with work linked to the lesson to complete. Children in KS2 should be used in a referee/support role in the lesson. Class teachers will send a letter home to parents of children without kit and if this happens regularly with a specific child, the subject leader will be informed.

INSET

1. Staff will attend courses when a need has been identified, a course has been identified or a course becomes available allowing staff to update current ideas or gain expertise in specific areas.
2. Policy to be reviewed biannually.
3. All members of staff should have knowledge of how to deal with an epileptic fit, asthma attack, diabetes and pupils with nut allergies.
4. All NQTs receive support from the borough's NQT support programme and from the Subject Leader with their planning and implementation of P.E lessons.

Links

Glade enjoys good links with Caterham and Beal High Schools and its partner primary schools. The school also takes part in the Redbridge football league and enjoys taking part in matches against other schools. Before and after-school clubs are run by PTC Sport. Local clubs come in during the annual 'Well-being Week' to provide taster sessions of their sport.

Use of coaches

The school uses coaches to support the delivery of P.E sessions including basketball, karate, squash, tennis, dance and netball. A teacher is always present during these sessions and all coaches are DBS checked.

Assessment

By the end of Key Stage 1 and 2 pupils should be working at the expected level of the National Curriculum Programme of Study.

Teachers assess children termly using the National Curriculum statements. They record the attainment of the children within their class for each P.E area throughout the year. They plot those who are working towards the objective, those who are achieving and those who are exceeding the objective. This data is also shared with the subject leader so that he/she is able to have a broad view of the attainment in P.E

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across the school and identify any particular areas of strength or need for improvement.

End of year assessment for P.E is reported to parents in the end of term report.

REVIEW

This policy will be reviewed biannually.

Date of adoption: **September 2014**

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Appendix A.

Year 6 children take part in a residential and non-residential week each year. In addition to this, the Christian Education Project visit yearly to provide a team building session for Year 6.

These activities give the children the opportunity to trial an exciting range of high and low-adrenaline activities, as well as team building and problem solving. Not only are these activities designed to motivate and stimulate students, through physical exercise, and social bonding, but it also relates to areas of the outdoor and adventurous activities requirements of the National Curriculum. A list of the activities is shown below:

- Caving
- High ropes
- Nature Walk
- Problem solving
- Zip wire
- Canoeing
- Mountain hiking
- Orienteering
- Scavenger/Treasure hunt
- Team building games

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