

FOREST GATE ACADEMY

Policy on Physical Education (PE)

At Forest Gate Academy we set high standards and aspirations and aim to provide quality care and education for all our children thereby giving them a strong foundation for their future learning.

School Vision for PE

The vision for PE at Forest Gate Academy is a culmination of thoughts and ideas in a joint effort to improve physical and health education in lessons, around school and during extra-curricular activities for our children.

Healthy & Active Lifestyles

We aim to educate both adults and children to develop a greater understanding of the benefits of healthy living. Children need to practise skills on a daily basis to show commitment to keeping their bodies healthy. This will promote long term healthy, active lifestyle choices. We will build knowledge, improve skills and deepen social wellbeing within a fruitful partnership between home, school and the community.

Competitive Opportunity

Our aim is to nurture confident, resilient children who strive to achieve their potential through a wealth of competitive experiences. We will encourage a positive attitude towards winning and an accepting approach towards losing within a wide range of sports. This way everyone can celebrate varying sports, skills and success in themselves and others in school.

We will provide, ***'opportunities for children to compete in a wide range of sports and other activities in order to build character and help to embed values such as fairness and respect.'***

National Curriculum 2014

Physical Education

We will ensure that;

'pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.' As pupils move into KS2 they will ***'continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to actions and sequences of movement.'***

At Forest Gate Academy we will support the children in, ***'developing an understanding of how to improve physical activities and sports and learn how to evaluate and recognise their own success.'***

National Curriculum 2014

We will offer a wide range of sports and physical activities that will encourage children to enjoy exercise now and also throughout their whole life. This will promote high self-esteem and confidence when faced with challenges in all areas of life at school, at home and in the community. Overall potential must be enhanced by celebrating success in all that our children strive to do academically and physically. Healthy minds and bodies support present and future learning and wellbeing.

Sport Premium Funding

In March 2013 the government announced that they would introduce a dedicated primary PE and Sport Premium that would go directly to primary school head teachers so that they could decide how best to use it to provide sporting activities for pupils.

The government has since announced that they would be spending over £450 million on improving physical education (PE) and sport in primary schools over the 3 academic years 2013 to 2014, 2014 to 2015 and 2015 to 2016.

Since September 2013, Ofsted inspections have reported on PE and sport provision and on how schools spend their additional funding. Schools are accountable and are required to publish details of how they spend (or will spend) their PE and sport grant on their websites. The Governors at Forest Gate Academy know about current and projected expenditure of the Sport Premium funding on school website and will regularly scrutinise current and projected expenditure with the HT and understand the impact the grant is expected to make.

Details of how the Sport Premium Funding is spent at Forest Gate Academy are found on the school website.

Rationale and Ethos

This policy was created in October 2016, it recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement by impacting positively on attendance, behaviour and pupil attainment.

At Forest Gate Academy we believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities.

Physical education is considered to be a vehicle that facilitates access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Aims of PE

We believe that Physical Education, physical activity and school sport contribute to the holistic development of our young people. Through providing a high quality PE curriculum at Forest Gate Academy we aim to;

- Provide learning situations in which all pupils will be able to develop their physical ability to the full.
- Provide opportunities for children to acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts.
- Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance.
- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle. (Knowledge and understanding of fitness and health).
- Develop positive attitudes in the children towards participation in physical activity.
- Provide a safe learning environment for physical activity and an understanding of the need for safety.

- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating good sporting behaviour.
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement.
- Promote equal opportunities for all and value the contribution of other irrespective of gender, ability, social/cultural background.
- To develop links between Physical Education and other aspects of the curriculum.
- Solve problems and find alternative solutions to physical challenges on their own and with others.
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- Develop their ideas in a creative way.
- Set targets for themselves and compete against others, individually and as members of a team.
- Understand how (and be able) to persevere, succeed and acknowledge others' success.
- Take initiative, lead activity and focus on improving aspects of their own performance.
- Discover their own aptitudes and preferences for different activities.
- Make informed decisions about the importance (and value) of exercise in their lives.
- Be given a firm foundation for life-long participation in sporting activity.

Entitlement and Progression

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

In **Key Stage 2** pupils should continue to implement 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. They should enjoy communicating, collaborating and competing with each other. 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, catching and throwing in isolation and in combination.
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, tennis and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance, for example through athletics and 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.

Swimming and Water Safety

At Forest Gate Academy children go swimming in Year 4 for a term and a half. They go to Partington Swimming pool for swimming lessons.

During the lessons, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke.
- Perform safe self-rescue in different water based situations.

Safe Practice

In all areas of PE safety guidelines should be strictly adhered to, in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines '**Safe Practice in PE and School Sport**' guidance provided by the Association for Physical Education. A copy of the document is kept in the staff room.

Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.

Staff must all be aware of safety guidelines for PE that can be found in the book, '**Safe Practice in PE and School Sport.**' This is located in the staff room.

School PE Kit

In the interest of health and safety appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below.

PE kit = plain white round necked T-shirt, black shorts and school pumps. Children must have bare feet for gymnastics unless they have medical reasons not to.

Winter months = During the winter months black or blue jogging bottoms or leggings maybe worn and a plain coloured jumper with no logo or slogans.

Failure to produce appropriate kit

The reluctance of some children to bring appropriate kit should be avoided if the child understands the necessity of changing for PE lessons and is familiar with the timetable. Staff will encourage and support all children to meet the requirements. If PE kit is forgotten, then a spare kit (if available) will be provided. The use of spare kit is monitored by staff and any regular occurrence will be forwarded to the head teacher. If a pupil is not actively taking part in the lesson, due to illness or injury, then a letter is required from home or a doctor.

Staff Dress

It is expected that teachers change for PE lessons for the safe delivery of a PE lesson. This should include suitable footwear.

Accident Procedure

For school based activities staff should follow the guidelines in the Health and Safety Policy. For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits. For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use emergency drill. There should be frequent practices involving the children.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment – all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. PE equipment is stored in a variety of places including, the hall, outside storage and the PE garage. These areas will be monitored by members of the PE team.
- The school office will arrange for an annual safety equipment check (gym equipment) by a recommended maintenance contractor.

- Children are taught to manage and use apparatus safely and effectively.
- Equipment will be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to a member of the PE team.
- Staff are aware of First Aiders within the School and there are several members of staff first aid trained across school.
- Staff have knowledge of the environment in which learning is taking place. They must check areas for hazards before any activity takes place.

Handling Apparatus

- Apparatus should be stored consistently and always returned to the same place.
- Apparatus needs to be easily accessible for all children.
- Children are taught how to lift apparatus correctly. They should know:
 - never to touch apparatus unless instructed to do so by the teacher
 - how many children should be holding it?
 - where they have to grip the apparatus
 - To carry apparatus – never drag it across the floor
 - to have knees bent, back straight and head up ready to lift. They must walk when carrying the apparatus
 - only to lift when everyone is ready. When ready lead child to say ‘one, two, three lift’ and when it is in place ‘one, two, three down’
 - when the apparatus has been positioned, children must sit on the floor to await instructions
- Use the apparatus floor cards to indicate where apparatus should be placed.
- Always have plenty of children lifting the apparatus.
- Avoid walking backwards when carrying the apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing in the same direction.
- Mats should be put out last and put away first; this will avoid children tripping over the mats as they carry the apparatus.
- As a general guideline, children should only use apparatus which they can move themselves.
- Finally when ready to use the apparatus, teachers should complete a risk management of the equipment with the children.

For reference, please see p114 – 119, Safe Practice in Physical Education and Sport

Equal Opportunities and Inclusion

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others. The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The P.E. curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials.

Assessment and Recording

Class teachers will assess and record pupil's progress using the schools tracking system OTrack. This will be monitored term on term and yearly.

Extra-curricular activities

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each half

term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

Monitoring and review

The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also: supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject; an action plan is prepared each year with set targets which is given to the head teacher.

This policy will be reviewed at every two years.

Signed:

Date: 08.11.16