



POLICY FOR PHYSICAL EDUCATION and ACTIVITIES

Statement of intent and Vision

At The Crescent, we recognise the importance of PE and the role it has to play in promoting long term healthy and active lifestyles, engagement in daily physical activity and skills for life and learning.

The intent of our PE curriculum is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles.

We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle.

Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills based around key areas of development including personal, social, cognitive, creative, physical, health and fitness skills. Weaved throughout opportunities to take part in healthy competition.

Aims

It is our aim at The Crescent Primary to develop and encourage:

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- Competence and confidence for every child to reach their potential in a broad range of physical activities
- Children who enjoy and are motivated to be physically active regularly and for sustained periods of time
- Engagement in competitive sports and activities
- Children and the school community to lead healthy and active lives

Our curriculum intent was created through a process of consultation with the school community, starting with the key question, what do we want our children to learn and develop through PE?

Our curriculum enables a progressive learning journey for our children progress through and across our six sets of skills including personal, social, cognitive, creative, physical, health and fitness skills. The development of these skills enables children to reach our core aims for PE and contribute to our school values and healthy habits for learning.

This learning journey is reflected not only in how and what we teach, but also in what we value and assess as progress and achievement.

EQUAL OPPORTUNITY

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability (*Article 23*).

B. TEACHING PHYSICAL EDUCATION

Teaching Time

P.E. has been timetabled according to the requirements of the Scheme of Work and it is The Crescent Primary School's aim that all children will spend an average of two hours each week on P.E.

Swimming takes place during the Autumn Term for Year 5 children.

Class Organisation

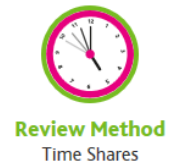
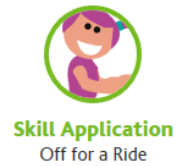
Throughout the school all pupils will have regular P.E. lessons. The majority of lessons will follow the realPE scheme and include the elements outlined below:

Years 1 - 4

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- Warm-up
- Skill
- Skill application
- Cool-down

Example lesson structure:



Years 5 and 6

- Warm-up
- Game
- Skill
- Game
- Cool-down

Example lesson structure:



The importance of a warm-up and cool-down will be explained to the children.

Exploratory/Skills

Development Activities will be differentiated by task or outcome, as appropriate to the child and lesson. Children will have the opportunity to work individually, in pairs and in groups.

The realPE scheme provides planning and resources for PE lessons. Each year group focusses on 2 FUNS (Fundamental movements) each half term. As well as this, each half term has a focus 'cog.' These are personal, social, cognitive, creative, physical and health and fitness. This means that as well as the fundamental movements children are developing other skills alongside.

Example cog and FUNS:



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PPA PE lessons

During each teachers planning, preparation and assessment time (PPA), each class is taught PE by a PE coach. These lessons have a games focus and the curriculum has been designed so that it links to the realPE curriculum to allow the skills to be embedded in a traditional games environment.

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		Autumn		Spring		Summer	
		1	2	3	4	5	6
		Personal	Social	Cognitive	Creative	Physical	Health and Fitness
Year R	PPA	real PE Coordination - Floor Movement Patterns (FUNS station 10) Static Balance - One leg standing (FUNS station 1)	real PE Dynamic Balance to Agility (6) Static Balance - seated (2)	real PE Dynamic Balance (5) Static balance - Small Base (4)	real PE Coordination - ball skills (9) Counter Balance in pairs (7)	real PE Coordination with Equipment (8) Agility - Ball chasing (12)	real PE Agility - Ball chasing (11) Static Balance - Floor Work (3)
Year 1	Teacher	real PE Coordination - Floor Movement Patterns (FUNS station 10) Static Balance - One leg standing (FUNS station 1)	real PE Dynamic Balance to Agility (6) Static Balance - seated (2)	Real gym	Real gym	real PE Coordination with Equipment (8) Agility - Ball chasing (12)	real PE Agility - Ball chasing (11) Static Balance - Floor Work (3)
	PPA	Invasion Games	Striking and fielding	real PE Dynamic Balance (5) Static balance - Small Base (4)	real PE Coordination - ball skills (9) Counter Balance in pairs (7)	Athletics	Net and wall
Year 2	Teacher	real PE Coordination - Floor Movement Patterns (FUNS station 10) Static Balance - One leg standing (FUNS station 1)	real PE Dynamic Balance to Agility (6) Static Balance - seated (2)	real PE Dynamic Balance (5) Static balance - Small Base (4)	Real gym	real PE Coordination with Equipment (8) Agility - Ball chasing (12)	real PE Agility - Ball chasing (11) Static Balance - Floor Work (3)
	PPA	Invasion Games	Striking and fielding	Invasion Games	real PE Coordination - ball skills (9) Counter Balance in pairs (7)	Athletics	Net and wall

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		1 Personal	2 Social	3 Cognitive	4 Creative	5 Physical	6 Health and Fitness
Year 3	Teacher	real PE Cardio - Coordination - Floor Movement Patterns (10) One Leg Standing (1)	Real gym	real PE Cardio - Dynamic Balance (5) Coordination - Ball Skills (9)	real PE Coordination with Equipment (8) Counter Balance in Pairs (7)	real PE Agility - React/Response (12) Static Balance - Floor Work (3)	real PE Cardio - Agility - Ball Chasing (11) Static Balance - Small Base (4)
	PPA	Invasion Games - Basketball/Football	real PE Cardio - Dynamic Balance to Agility (6) Static Balance - Seated (2)	Invasion Games - Football/Basketball	OAA - Outdoor adventures	Athletics	Striking and Fielding
Year 4	Teacher	real PE Cardio - Coordination - Floor Movement Patterns (10) One Leg Standing (1)	Real gym	real PE Cardio - Dynamic Balance (5) Coordination - Ball Skills (9)	Egyptian Dance	real PE Agility - React/Response (12) Static Balance - Floor Work (3)	real PE Cardio - Agility - Ball Chasing (11) Static Balance - Small Base (4)
	PPA	Invasion Games - Netball	real PE Cardio - Dynamic Balance to Agility (6) Static Balance - Seated (2)	Invasion Games - Tag Rugby	real PE Coordination with Equipment (8) Counter Balance in Pairs (7)	Athletics	Striking and Fielding

		Autumn		Spring		Summer	
		1 Cognitive	2 Creative	3 Social	4 Physical	5 Health and Fitness	6 Personal
Year 5	Teacher	Swimming	Swimming	real PE One Leg Standing (1) Dynamic Balance to Agility (6)	Real gym	real PE Static Balance - Small Base (4) Coordination - Floor Movement Patterns (10)	real PE Agility - Ball Chasing (11) Coordination with Equipment (8)
	PPA	Invasion Games - Basketball/Football	Invasion Games - Football/Basketball	OAA - Outdoor adventures	Striking and Fielding	Athletics	Striking and Fielding
Year 6	Teacher	real PE Coordination - Ball Skills (9) Agility - React/Response (12)	real PE Static Balance - Seated (2) Static Balance - Floor Work (3)	real PE Dynamic Balance (5) Counter Balance in Pairs (7)	Real gym	Squash	Invasion Games
	PPA	Invasion Games - Netball/Tag Rugby	Invasion Games - Tag Rugby/Netball	OAA - Outdoor adventures	Striking and Fielding	Athletics	Striking and Fielding

Safe Practice

a) **Jewellery** - In line with school policy, children should only be wearing watches and stud earrings to school plus items of jewellery worn for religious or medical reasons. Wristwatches must be removed before P.E. lessons, and earrings should be removed where possible. There may be some occasions where a personal adornment cannot reasonably be removed. In such circumstances, consideration should be given to making the wearing of the item 'safe' for the activities concerned, both for the wearer and other participants.

b) **Clothing and Footwear** - For hall based activities children are expected to wear black shorts and a house coloured T-shirt. Dance and Gymnastics should be undertaken in bare feet, unless children have a foot complaint when plimsolls may be worn. Warmer clothes are necessary for outdoor activities, which will continue during cold weather. Outdoor games should be undertaken in suitable trainers and must be laced correctly. For all activities, long hair should be tied back. For swimming, children must wear a swimming hat and goggles where possible.

c) **Movement of Apparatus** - Throughout their development in P.E. children will be taught how to assemble, lift, rearrange, dismantle and store apparatus safely. Development of these skills is given in the following table, but it should be realised that this is intended as a rough guide and may not be appropriate for all children.

Year Equipment

Early Years

Move mats with close supervision.

Yr 1

Mats (when appropriate) 4 to each mat, 1 on each corner.

Yr 2

Mats and Benches 4 to each mat, 4 to a bench (all children to face the direction of travel)

Yr 3

Mats, Benches, Planks and Light Boxes

Yr 4

4 to each mat and box, 4 to benches and planks (all children to face the direction of travel)

Yrs 5/6

All Apparatus (size appropriate) 4 to each mat and lighter apparatus, 4 on heavier or more bulky apparatus (all children to face the direction of travel).

Although it is desirable that children should be responsible for their own equipment, it is realised that for the children to set out and put apparatus away every lesson is not a realistic target, bearing in mind the restrictions of time allocated to P.E. and the restrictions on hall use. However, the children should receive enough practice and guidance to be able to do it safely and efficiently. Children will be taught about the appropriate use and placement of apparatus to ensure safety. When lifting and carrying apparatus children should face the way they are going in order to minimise the risk of collision. Children will be taught where to place their hands and to lift together on the leader's signal, by bending and straightening the legs and keeping their backs straight.

*d) **Placement of Mats*** - Children will be taught about the correct placement and use of mats. The school's policy on the placing of mats follows the guidelines given in 'Safe Practice in Physical Education'. This states that mats should not be placed around profusely and indiscriminately but should be used where it is expected they will be needed for deliberate landings. However, it is anticipated that younger children may require mats at an early stage of traversing apparatus at a height, where they are likely to need to drop down.

*e) **Non-Participation*** - If children are unable to participate in P.E. due to injury or illness, this should be supported by communication from parents. Non-participants should be as involved in the lesson as possible, as officials, observers, recorders, or critics, so enabling them to learn and understand the work and be better prepared to rejoin in due course.

*f) **Staff Attire*** - When taking P.E. lessons staff should be appropriately dressed and wearing suitable footwear to enable them to move freely and easily, as well as to set a good example to the children.

*g) **Risk Assessments*** - Risk assessments will be completed where appropriate on P.E. activities. Teachers will need to ensure that risk assessments are completed on each activity when visiting coaches come into school. The visiting coaches will also need to hold a current DBS Check.

Out-of-Class Activities

P.E. lessons will provide the children with opportunities to practice and consolidate their skills and knowledge and to develop and extend their techniques and abilities. These may be extended further through out-of-class activities such as residential trips and after-school clubs (*Article 15, 31*).

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Residential visits such as those to Marwell Activity Centre and Stubbington Study Centre offer children opportunities in Outdoor and Adventurous Activities including canoeing, orienteering, abseiling, rock-climbing and swimming.

All teachers are expected to run a club each term. Clubs on offer during the school year include Netball, Football, Basketball, Athletics, Multiskills, Dance and Karate.

Links to other subjects

P.E. benefits from links to many subjects within the primary curriculum and, where possible, opportunities will be sought to draw experiences out of a wide range of activities, for example Orienteering can be linked with Geography, and Literacy and Music provide many stimuli for Dance and Movement. Children will have opportunities to develop their language skills, and collaborative work will extend their PSHE and Citizenship skills. When it is appropriate, use will be made of both indoor and outdoor environments.

C. SCHOOL AND CLASS ORGANISATION

How We Cater For Pupils Who Are More Able

More able pupils are taught with their own class and stretched through differentiated group work, questioning and extra challenges. Further developmental opportunities are available through after-school clubs (*Article 29*).

How We Cater For Pupils With Particular Needs

The P.E. lesson is appropriate for almost all pupils. Teachers will involve all pupils through differentiation and provide necessary support through the use of resources and adult help.

Pupils With Special Educational Needs And Individual Education Plans

Teachers will aim to include all pupils fully in their P.E. lessons. All children benefit from participating, listening and watching other children demonstrating their skills. However, a pupil whose difficulties are severe or complex may need to be supported with an individualised programme during the main part of the lesson.

How we Work in Foundation Stage

Throughout continuous provision, the children are encouraged to practise a range of Fundamental movement skills, such as jumping, catching, throwing and balancing. A scheme called realFoundations is being introduced to the children which is a story based approach to introducing the FUNs to the children.

Resources

P.E. equipment can be found in both the outdoor and indoor P.E. stores. Teacher's resource books, tapes, videos and CDs are held by the P.E. co-ordinator.

Information and Communication Technology

ICT will be used in various ways to support teaching and motivate children's learning. ICT will involve the use of an overhead projector, audio-visual equipment and camera. They will, however, only be used in P.E. lessons when it is the most efficient and effective way of meeting the lesson objectives.

Community Links

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We are a member of North Eastleigh and Winchester sports Partnership, with whom we work closely. We try to attend as many competitions as possible. Recently, we have also made links with the Southampton School Games Organisers (SGOs) who run festivals for KS1 children which we have attended.

We are also a member of the Crestwood family and as such occasionally get invited to inter school competitions with other schools.

Assessment

Insight is used to record children's individual progress against each of the FUNs . This information may be used to provide feedback to parents or the child's next teacher.

The percentage of children who have achieved the expected level for swimming is reported on the PE premium report each year.

D. MANAGEMENT OF PHYSICAL EDUCATION

Role of the Co-ordinator

- To submit an annual report each Summer Term, which informs all parties about how the PE and Sports Premium has been spent that year and the impact it has had.
- To be enthusiastic about P.E. and demonstrate good practice at all times.
- To keep under review the written policy document for P.E. and Scheme of Work, including regular monitoring and evaluation of the content and method.
- Encourage and support staff in the implementation of the agreed procedures, and closely monitor the progression of activities and consistency of approach across both year groups and Key Stages through class observation.
- Purchase and organise all P.E. resources, ensuring they are readily available and well maintained.
- Monitor short-term planning for each year group.
- Collect photographic evidence of P.E. around the school.
- Support and guide staff, encourage the sharing of ideas and, in collaboration with the Headteacher, organise in-service training as appropriate.
- Liaise closely with staff running extra-curricular sporting activities and support as appropriate.
- Initiate sporting events involving children, parents, staff, and encourage parental support for activities wherever possible.
- Liaise with local schools over sporting events.
- Be aware of national and local developments in P.E. through reading relevant materials and attending courses.

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- Submit an annual written report each Summer Term, which informs the Governing Body of progress in P.E. towards targets in the Development Plan, also of issues arising as a result of Co-ordinator monitoring visits.
- Work to achieve equality of opportunity throughout the school.

Role of the Headteacher

- Lead, manage and monitor the implementation of P.E., including monitoring teaching plans and the quality of teaching within the school.
- With the P.E. governor, keep the Governing Body informed about the progress of P.E. within the school.
- Ensure that P.E. remains a high profile in the school's Development Plan.
- Deploy support staff to maximise support for P.E. if required.

Staff Development

Staff are encouraged to develop their expertise and knowledge of PEs. The school provides training opportunities for staff to ensure that training in PE is up to date. As part of our package with Create Development, all new staff members are trained in teaching realPE and additional CPD is offered to staff where appropriate.

Monitoring and Evaluation

The monitoring of mathematics takes place on a regular basis, although not necessarily across the whole school, through a variety of ways including classroom observations, work sampling and pupil conferencing. This policy will be reviewed and evaluated regularly.

SMSC in Physical Education

Spiritual education involves students developing a variety of skills, e.g. performing a sequence in gymnastics, which allows the students to express their feelings and emotions as well as be amazed by what their bodies can achieve. **Moral** education in PE concerns students having the opportunity to understand how PE can influence their healthy living and lifestyle. PE highlights the advantages of health and lifestyle through team sports and health related fitness. Students are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is. **Social** education involves students having the opportunity to work as a team, as well as reflect on feelings of determination and

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enjoyment. Students are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and team work.

British Values in PE

Democracy

We elicit pupils views through questionnaires and train Sports Leaders to make decisions within PE.

Rule of Law

The children will learn the rules for the game/sport they are taking part in, reinforcing these rules when they are officiating. They will develop an understanding and viewpoint for why these rules are important and need to be followed. By officiating the games, the children will develop an understanding of how some decisions can be difficult to make and they can only use what they have observed to inform their decision making. The children taking part in sports will learn to follow the rules of a game and decision made by officials, whether they agree or not.

Individual Liberty

The children at The Crescent Primary School have the freedom to make choices as to whether or not they wish to participate in one of our extra-curricular clubs.

Mutual Respect

The children are always encouraged to show good sportsmanship during team games. They will work in mixed ability groupings and value the contributions that all players bring to their team, regardless of ability.

Written: Laura Moody
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