



**LARKS HILL J&I SCHOOL**

# Physical Education Policy

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Owner	James Parkinson

# Physical Education Policy

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## Introduction

Our overall aim is to provide a broad and balanced PE curriculum and to develop positive attitudes towards a healthy and active lifestyle. Larks Hill also has the Healthy School Award.

Our major aims are:

1. To ensure that all children enjoy their PE.
2. To provide opportunities for all children to experience success.
3. To develop physical skills and improve body awareness.
4. To develop pupils' ability to make judgements.
5. To promote positive attitudes to health, hygiene and fitness.
6. To allow pupils to work cooperatively and to develop inter-personal and communication skills.
7. To ensure children develop the necessary skills and understanding to continue a healthy lifestyle in to adulthood.
8. To use the PE and Sport Premium funding to further develop PE and sport provision.

These aims endorse those of the National Curriculum (released 2014).

## Equal Opportunities and Inclusion

All pupils at Larks Hill [are encouraged and given the opportunity to](#) take part in physical education activities regardless of their ability, gender, disability, religion or race.

Equal opportunity is provided for boys and girls to participate in all activities including those out of school hours. [Mixed teams are encouraged.](#)

There is a set dress code for PE, however, the staff are sympathetic (where appropriate for health and safety) to the wishes of pupils and their parents.

## Planning & Assessment

At Larks Hill, we follow a scheme of work, which is created by Real PE. This accredited and nationally recognised company offer a scheme of work that covers the requirements of the updated national curriculum. The scheme provide a mixture of fundamental skills across a range of sports and activities to build and develop the physical skills of all pupils at all key stages at Larks Hill. The scheme of work offers comprehensive planning resources that allows staff to differentiate and challenge all learners in each lesson. In addition, it provides opportunities of staff to assess the progress of each child in each lesson and how they are going to move the learning forward in the next session.

Planning is focussed on creating a positive attitude towards physical activity, helping children improve their core physical skills and developing children's confidence to use these skills in PE and sport. Planning incorporates these necessary personal skills alongside organised sports and games

Swimming is covered in Years 4 & 5 where non-swimmers and beginners are taught by two members of Larks Hill staff and one other swimming teacher at the pool. Swimmers are in differentiated groups and work towards progressive goals and levels. Children who have not achieved the 25 metre certificate by the end of Year 5, participate in catch up lessons organized by the Local Authority [LA].

Assessment is made against the descriptors from the National Curriculum. Children also self-assess their progress against the core skills as set out in the RealPE scheme of work.

## **Teaching Approaches / Learning Styles**

Teachers at Larks Hill plan tasks, which provide breadth and balance. These give opportunities for:

1. Individual, pair and group activities
2. Competitive and non-competitive activities
3. Creative and imaginative responses
4. Various uses of teacher/pupil demonstration
5. Pupils to evaluate their own and others performance
6. Pupils to explore ideas and tasks
7. Contact and non- contact sports
8. Using core skills and applying tactical understanding

## **Differentiation and Special Educational Needs**

It is taken into account in the planning and execution of PE that there are some children who may not be able to achieve the same standards as the majority, either through physical or mental disability, but children are encouraged to participate and improve their own performance. Many children are aware of their own limitations and are able to select for themselves, or with guidance, suitable equipment and activities. Teachers are aware of the outside agencies that can be consulted for guidance when it is deemed necessary.

## **Progression**

Teachers are aware of the skills and activities introduced in each Key Stage and to aid progression, consideration is given to:

1. Increasing the difficulty of task e.g. better balance,
2. Improved coordination and greater strength
3. Improving the quality of performance e.g. better poise,
4. Better hand and eye coordination, increasing control of the body
5. Increasing independence e.g. encouraging children to take more initiative and responsibility in planning and evaluating tasks, and to be

responsible for their actions

6. Development of interaction skills e.g. give feedback on their own and others' performances, share space and resources, work cooperatively in groups, work competitively against others, help and be helped by others

## Out of School Hours Learning

At Larks Hill a variety of after-school sports clubs are offered, provided by both staff and outside providers. The school ensure there are clubs that appeal to both boys and girls as well as across all age ranges.

## PE Enrichment Initiatives

At Larks Hill, our pupils are encouraged to be part of their own learning in PE and there are many opportunities for children to get involved in the organisation and running of in-school initiatives including:

- Fitbods
- Year 6 leading the Mini Olympics
- Team Captain roles
- Sports day

## Community Links

Larks Hill are always keen to create new links and build on existing relationships with outside agencies. Currently we work with the following:

- **School Sports Coordinator (SSCo) Programme**  
Working with schools in our SSSCo family via our Primary Link Teacher.
- **Featherstone Rovers**  
Involved in confidence building programmes in KS2. and in the provision of rugby training
- **Chance to Shine Cricket Programme, Yorkshire Cricket Board**  
A two year programme to promote cricket participation, to develop key striking and fielding games skills and supporting staff PE development.
- **Kings School**  
Kings school PE teachers visit and teach at Larks Hill as part of their transition programme.

The school will work with outside organizations to ensure the National Curriculum coverage is met, rather than just focusing on coaching skills.

## Facilities

Football, rounders and netball pitches are marked out and maintained by the Grounds Maintenance. The school hall is designed for apparatus, movement and dance and is maintained to a high standard by the school premises manager.

Some small indoor apparatus is stored in the school hall but we now have a large secure container on the school field where all large and outdoor equipment is stored. This is managed by the PE coordinator with assistance from Year 6 PE monitors.

The range and amount of apparatus available has been extended to further the development of different skills required by the NC e.g. unihoc sticks, tag rugby belts, parachute, volley balls and net, small marker posts, bean bags and balls of varying sizes.

## **Time Allocated**

Each year group is timetabled for at least 2 sessions of various lengths per week for PE to enable all activities to be covered in the Key Stages. All classes receive at least 2 hours of PE per week covering a mix of indoor and outdoor activities.

## **Cross Curricular Issues**

Health Related Fitness. - All lessons in PE should be active, continuous and energetic to maintain flexibility and develop strength. Children should understand the importance of warming up to prepare the body; they also need to be made aware of good posture and the correct use of the body when walking, sitting, pulling, pushing and lifting.

In Key Stage 1 the children are encouraged to recognise the effects of exercise e.g. heart beating faster, sweating, breathing faster, that we feel better with exercise and that exercise uses energy which comes from food.

In Key Stage 2 children should be aware of both the long term and short-term effects of different PE lessons. They should prepare and recover from activity and be helped with knowledge and skills.

Every year we hold a whole-school healthy week where pupils and staff take part in active lessons at least once a day. Activities cover many PE and health related topics including hygiene, healthy eating, healthy heart and games. This also includes visits from outside agencies.

## **Safety Training and Teaching**

The children are encouraged to work safely in all areas of activity and to consider the safety of other children. Silence should be promoted, particularly in large apparatus lessons, to aid concentration and maintain safety. Children are taught from the Reception class upwards to handle and carry appropriate apparatus with care and consideration.

## **Dress and Personal Hygiene**

**Clothing [Indoor] All children must change for indoor PE**

**Girls:** navy/black leotard [YR – Y3] navy/black leotard or white T-shirt and dark shorts [Y4 – Y6]

**Boys:** dark shorts

**Clothing [Outdoor] All KS2 children must change clothing and footwear for outdoor PE/Games.**

Whilst we do not insist that KS1 children get changed, we do expect them to have suitable footwear. **Football shirts or named brands must not be worn for outdoor PE/Games lessons.**

**Girls and Boys:** dark shorts or tracksuit bottoms, a plain white T-shirt and a dark tracksuit top.

### **Footwear**

All Children are to work barefoot inside unless for a medical reason notified by parents. Yr 3 - Yr 6 are to have a suitable change for outdoor work.

Staff should be barefoot or change to soft soles for indoor lessons and for outdoor work suitable footwear should be worn.

For health and hygiene reasons, we recommend a change of footwear for outdoor PE/Games lessons.

### **Jewellery**

All items should be removed but if worn at parent's insistence the parents or children should tape them.

### **Long Hair**

This should be tied back with soft fasteners and no hard slides or bands are to be worn.

### **Illness**

If for any reason pupils in school have to miss the practical sessions of PE they will be given suitable activities, for their age, related to the subject to keep them involved in the lesson where possible.