



## Oakridge Primary School Physical Education Policy

Adopted: Chair of Curriculum Committee: Next review date:	June 2023 Mrs N Lewis June 2025
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### **P.E. Statement of intent**

At Oakridge, our aim is for each child to become competent and confident when it comes to being physically active. Our desire is to educate children about the importance of being physically fit and healthy, as well as the many benefits that this has on mental wellbeing. From basic agility, balance and co-ordination, right through to competitive sport, P.E. takes on a role of huge importance at Oakridge. Through well planned and carefully delivered teaching we believe each child will leave Oakridge with high levels of physical competency, along with important life skills enhanced by P.E. Such as abiding by rules, being gracious in defeat as well as victory and always showing a determination to be the best that they can be.

### **Aims and objectives**

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, developing, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations, whilst recognising the value of others and their contributions;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;

- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- to develop children's thinking skills by analysing tactics.

### Teaching and learning style

All pupils will have access to the requirements for National Curriculum physical education. At Oakridge all pupils are allocated 2 hours for physical education each week as we believe that this provides the minimum entitlement for each pupil to achieve a broad and balanced Curriculum. On the days that the children have PE they come to school in their PE kit, this ensures that we maximise the teaching time and the physical activity.

It is school policy that the class teacher supports the teaching and learning within PE (by delivering alongside the PE lead who has coaching expertise in a wide range of sports).

At the beginning of each lesson the class teacher takes responsibility for the children by ensuring they change quickly, quietly and without distracting others in order to maximise their learning time.

We use a variety of teaching and learning styles in PE lessons. Our aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Staff select good examples of individual performance as models for the other children and encourage them to evaluate their own learning and that of others. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources both indoor and outdoor.

In all classes there are children of differing physical and cognitive ability. Through recognition of this, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child, with the objectives of progression and success.

We achieve this through a range of strategies as well as by following the STEP approach (space, task, equipment, and people). For example

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty (as seen on the lesson overview)
- grouping children by ability and setting different tasks for each group, e.g. different games;
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

## PE curriculum planning

Physical Education is a statutory part of the National Curriculum. At Oakridge we have worked with PE leads to have develop our own schemes of work, which include key knowledge and skills for each year group.

As required by the 2014 National Curriculum we teach fundamental movement skills thus allowing children to develop their agility, balance and co-ordination, as well as extending their cognitive ability. We recognise of importance of children engaging in competition against both themselves and others whilst maintaining our school core values of respect, resilience, resourcefulness and teamwork.

Our planning involves the children taking part in games, gymnastics, dance and outdoor adventurous

In Key Stage 1 this is achieved through the development of:-

- basic movements including running, jumping, throwing and catching
- balance, agility and co-ordination
- tactics for attacking and defending in team games
- movement dance patterns

In Key Stage 2 pupils continue to apply and develop a broader range of skills and use them in different ways. We continue to encourage competition, communication and collaboration within our pupils as well as them recognising to evaluate and recognise their own success. Pupils are taught to:

- use running, jumping, throwing and catching not only in isolation but also combined with other skills.
- modify skills appropriately in both competitive and non-competitive games and apply principles of attack and defence.
- develop flexibility strength, technique, control and balance
- perform dances using a range of movement patterns
- challenge themselves both individually and as a team with outdoor and adventurous activities
- create and perform gymnastic routines both on and off apparatus, individually and in groups demonstrating a range of gymnastic movements.

Throughout all our PE lessons children are taught to compare their performance with previous ones, demonstrate improvement and achieve their personal best.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term) and its purpose is to offer our children the widest possible physical education during their time at Oakridge.

The PE subject leader along with the support from a PE TA produced a long-term plan that mapped out the PE coverage in each term during the key stage.

Our medium-term plans give details of each unit of work for each term. These plans define the skills we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Learning is planned so that it builds upon the prior learning and so that pupils are increasingly challenged as they move up through the school.

As required, swimming is provided in Key stage 2 (Year 4) and children take part in residential activities in both years 5 and 6.

Children in Year 5 have the opportunity to visit an Outdoor Education Centre for a week. We believe strongly in the many benefits to be gained from residential courses. As well as being actively involved in a variety of physical activities including climbing, archery, mountain biking and abseiling there are clear opportunities for spiritual, moral, social and cultural development and the key skill areas of communication, improving own learning and performance, working with others, problem solving and thinking skills.

In Year 6 the children have the opportunity to travel to Ireland to play Gaelic Football and receive coaching from Irelands leading players.

## **The Foundation Stage**

We encourage the physical development of our children in the Reception class as an integral part of their work. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

## **Contribution of PE to teaching in other curriculum areas**

### **English**

PE contributes to the teaching of English particularly speaking and listening in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. The children also develop their vocabulary by using specific technical vocabulary.

### **Maths**

Where there is an opportunity to record performances in a numerical way children are encouraged to use the data within other lessons for example by graphing their progress or finding averages of their own and class data. As a school we are constantly striving to link areas of learning so that they become much more meaningful, real and relevant to the children.

## **Personal, social and health education (PSHE) and citizenship**

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

## **Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

## **Teaching PE to children with special needs**

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs) and any physical needs pupils may have.

## **Assessment and recording**

Teachers assess children's work in PE by making assessments as they observe them working during lessons against the planned year group expectations.

At the end of a unit of work, teachers make a judgement against the National Curriculum about a child's attainment. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Where appropriate we use the school iPads, cameras, video to record outcomes which can then be used as an assessment tool and for the children to reflect on their work and make improvements.

## **Resources**

There is a wide range of resources to support the teaching of PE across the school. The hall contains a range of large apparatus which we expect the children to help set up and put away as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field or playground for games and athletics activities.

## **Clothing**

All children are expected to wear the correct school PE kit which can be purchased from the school uniform supplier (Crested Schoolwear/Tailored Branding). For outdoor

games and athletics this is the school PE T-shirt, school PE shorts, socks and suitable trainers. If the weather is cold the children can wear the school tracksuit bottoms and hoodie.

For gymnastics and dance the children should wear the school PE t shirt and shorts and bare feet.

If children do not have their PE kit in school they evaluate the performance of the other children in the class. If children forget their PE kit on three occasions during a term then a letter will be sent home to parents.

Parents will be informed in advance of any special requirements e.g gumshield for hockey (Y5/6) and shinpads for football (KS2).

## Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area and ensure long hair is tied back. The governing body also expects staff to set a good example by wearing appropriate clothing when teaching PE.

The policy of the governing body is that no jewellery (including earrings) is to be worn for any physical activity and that we do not tape children's ears as this can create a perception of safety and is also not recommended by Staffordshire county Council.

As good practice staff will refer to the removal of all jewellery prior to each lesson.

Where jewellery cannot reasonably be removed teaching staff should ensure safety for both the wearer and other participants. This may require some task differentiation if possible, however in some cases a child may be removed from the "physical" element of part of a lesson where it is believed that safety is compromised. This will be a measure of last resort and should the situation persist the school will work closely with parents to ensure co-operation.

Ear Piercing: Parents, in accordance with county guidelines, are encouraged to have any ear piercing carried out at the start of the summer holiday.

Hair: Where pupils have long hair this should be tied back so that it does not get caught or restrict vision.

Glasses: These should be securely fastened – parents are advised that plastic, shatterproof lenses are preferable.

Risk assessment for all activities in physical education and out of hours learning are undertaken on an annual basis by the subject leader, in accordance with the school health and safety policy. Relevant information is included within the medium term plans on safety issues (eg warm up and cool down, use of specific equipment etc ). However, it is the responsibility of ALL adults leading activities to ensure that they are satisfied that risk assessment procedures have been undertaken and that appropriate measures have been put in place where necessary. Please note that gymnastics equipment MUST be checked by teachers BEFORE any pupil is allowed to use it.

## Equal Opportunities

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public-Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

We teach PE to all children, whatever their ability. It is part of school policies to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs) and any physical disabilities the children may have.

All our children are entitled to take part in any of our extra-curricular sporting clubs to both develop their individual skills and to learn new sports. However, where demand exceeds capacity then it may be necessary to randomly select children. Children who are not selected will be given priority for other clubs that are running. Children are chosen on ability to represent the school in a wide range of competitive sports, however where possible we try to enter as many teams as possible in order to broaden participation as well as providing opportunities for inter-house and inter-class competitive events.

## Being excused PE

As well as PE being a statutory requirement of the National Curriculum we expect all students to be as successful as possible in line with our over arching ethos of 'Reach for the stars'.

All students are required to participate unless an explanatory note from a parent / carer is received. If a child has either forgotten their kit or they do not have a note excusing them from the lesson then they will be expected to participate using school PE spare kit.

Acceptable reasons include: illness, injury, medical excuse, or involvement in a school-related function. Being unprepared for a PE lesson is not an acceptable excuse.

## Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

## Extra-curricular activities

The school provides a vast range of PE related activities for children during and at the end of the school day. These include football, netball, cross country, tennis, rugby,



rounders, athletics, gymnastics, Gaelic football and cricket. All children can attend any of these clubs to either develop their skills further or to learn a new sport. The school sends details of the current club activities to parents at the beginning of each term and Mr Malkin provides regular updates through the school newsletter. If a club is oversubscribed then names will be drawn out randomly. Children who have not been selected will be given priority to join future clubs.

The school also plays regular fixtures against other local schools and is committed to entering as many sporting competitions as possible. 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 co-operation amongst our children. We also organise Inter House Sporting Competitions to give more pupils the chance of participating in competitive sporting competition e.g. our annual Sports' Days.

Teams are selected by Mr Malkin and children are picked on merit from watching the children at after school clubs ensuring that the team is both skilful and well balanced. If there is no sporting club for a particular team then once again Mr Malkin will select children based on their attitude and performance during PE lessons. Where possible we try to enter as many teams as possible in order to broaden participation as well as providing opportunities for inter house and inter class competitive events.

Children may be excluded from a club or a team as part of the sanctions within our behaviour policy.

## **Sports Leaders**

In Year 6 children have the opportunity to apply for a sports leader position. Mr Rowell outlines the role and responsibility to all of Year 6 at the beginning of the academic year. The successful candidates act as sporting role models for sport and PE as well as leading inter house competitions and supporting KS1 and the FS during sports day and during some PE lessons.

## **School Team Selection Criteria**

This criterion varies from fixture to fixture and is hugely dependent on the level of competition, as well as the number of children that we are allowed to take to events. Many of the competitions that we enter are of a high standard, with opposition being extremely competent in terms of skill level, knowledge of rules, tactical knowledge, strength and speed.

Do you want to represent your school on the sporting field? If the answer is yes then follow our selection criteria:-

- Attend regularly the relevant after school club.
- Level of skill and determination
- Level of fitness
- Understanding of games, tactics and rules
- Enthusiasm to learn and improve
- Show a positive attitude during PE and at the after school club
- Attitude of player on and off the field of play
- Performance as a team member
- Always have your kit in school so that you can practise your PE skills
- Always display the school values when playing sport



- Have a 'can do' attitude,
- 'Reach for the stars' and play with a smile on your face

For all individual competition selection, for example: cross country, athletics, and indoor athletics, the pupils are selected from either PE and games lessons or by attending training and trials. The pupils with the best results/times represent the school as long as they also fulfil the criteria stated above that are in italics. In other team events, the pupils will be prepared in lessons and during lunch time sports clubs; coaches from these will liaise with the PE lead. For some events, teachers may hold before or after school clubs and select a team from those who attend. All children who attend or volunteer for a sporting trial will be made aware prior to the event about the expectations and outcome from such a process.

### Selection for School Teams

In an ideal world, we would love to give every child the opportunity to represent the school in every competition that we enter. However, due to circumstances beyond our control (usually squad size restrictions or the staff available) this is not possible. The decision of which children to select is never an easy one and many conversations take place to ensure that choices are fair and just. We also have to consider the level of the competition that the team will be facing and select children accordingly.

Helping children develop life skills is an essential part of teaching and learning at our school. An important part of this education is to help children to cope with the elements of competition. Winning, losing, fair play, teamwork, selection and non-selection, along with developing respect for coaches and managers are important aspects of this learning process.

Whenever numbers and rules allow, we will always attempt to enter more than one team in a competition in order to allow as many children as possible to compete.

### Role of Parents

We think our policy is equitable and would like to thank parents in advance for supporting us as follows:-

- If your child is regularly chosen for a team, please help them to understand **it is a privilege to represent the school** and they should be proud of themselves.
- If your child is not chosen, encourage them to keep coming to practices and enjoy what they do with the club; they are still part of the success of their teammates, it is good to develop social skills and is also a good way of keeping fit and healthy.