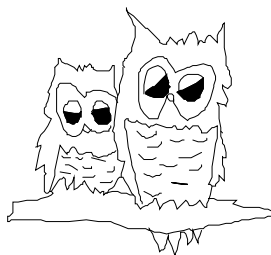


ST. OSWALD'S C of E PRIMARY SCHOOL

PE POLICY



Written By: Miss Morris

Date: December 2019

Date to be reviewed:

Signed:

Chair of Governors/Maths Governor:

At St. Oswald's Primary School we aim to instil a passion for PE and sport and ensure that every child has the opportunity to experience a range of sporting activities and feel a sense of achievement. Through physical education and sport we aim to teach our pupils new skills and show them how to improve in a fun, safe and stimulating environment. By providing a wide variety of opportunities both in school and off site, our pupils will become healthy, confident and active young people ready for the next stage of their lives. We strive to give children the opportunity to compete internally, and with other schools to instil values of determination, respect, friendship, courage, equality and inspiration.

Aims

- To promote positive attitudes towards physical activity to encourage lifelong involvement.
- To develop social co-operation and positive attitudes towards others and to compete with a sense of fair play.
- To promote physical activity, physical skills development and a healthy lifestyle.
- To always try to achieve their personal best.
- To provide equal opportunities for all children to achieve their full potential, through curricular and extra-curricular sessions.

CURRICULUM

Each KS1 child at St. Oswald's CE Primary School receives two hours of Physical Education curriculum time per week, which increases to three hours in KS2.

In each year, pupils access gymnastics, dance, games, athletics and outdoor adventurous activities.

In accordance with the National Curriculum, children will participate in swimming lessons while in KS2, to ensure they can swim the minimum of 25m. All pupils are required to learn how to swim. Lessons will be delivered at Kendal Leisure Centre by their swimming instructors.

TEACHING AND LEARNING

The teaching of PE at St. Oswald's CE Primary School is based around 4 key elements outlined in the National Curriculum:

- Acquiring and developing skills
- Selecting and applying skills
- Knowledge of health, fitness and well-being
- Evaluation of performance

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning. The standards of teaching and learning will be monitored, evaluated and assessed regularly.

ASSESSMENT AND RECORDING

Assessment in PE is ongoing. Children will receive feedback and support during the lessons. Assessment in P.E should provide opportunities for pupils to assess their own performance through talk and observation of peers. They should be encouraged to recognise ways of improving skills and make positive comments on their own and others work. When possible children will be encouraged to be "buddy coaches" where they will help peers.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's school work at the end of the summer term. This will include attainment and effort for PE.

Comments will also be made in regards to a pupil's level of participation in extra-curricular activities.

Any concerns about a pupil's health or performance during PE will be discussed immediately between the class teacher and parents/guardians.

Criteria should be known and understood by children as well as teachers, so that they may be used as personal targets to improve and evaluate their own work.

SAFE PRACTICE

All teachers should ensure they follow current guidelines on Health and Safety in PE. Where they are unsure, they should refer to the Safe Practice in PE and School Sport Manual (found with the PE resources) or speak directly with the specialist PE teacher.

Procedures for dealing with an accident:

1. All classes have a first aid box in the classroom and teachers have individual children's inhalers.
2. Children should be sent to the office for treatment of minor injuries, accompanied by a child.
3. In the event of a more serious injury, a child will be sent to the office to ask for a second adult. All members of staff are paediatric first aid trained. All injuries are recorded by the teacher in the accident book.

Common Safety Issues:

- Mats are to be positioned where jumping/rolling is actively encouraged, i.e. at the end of benches, besides trestle tables, underneath the beam.
- All equipment needs to be checked before allowing children to use it.
- See 'Foul Weather' for details on wet playgrounds.

Hair

Safety and hygiene require that hair that is long enough to be tied back should be taken off the face.

Footwear

Bare feet are essential for indoor dance & gymnastics lessons as feet become stronger and more sensitive as footwork develops.

For Games lessons taking place indoors & outdoor PE lessons rubber soled trainers should be worn with laces properly secured to avoid accidents. In the case of foot complaints such as athlete's foot or a verruca then footwear must be worn. They must also be reminded that all others are working barefoot and that by stepping on others feet they may cause injury.

Jewellery

In the interest of safety to all children, all items of jewellery should be removed for PE. The class teacher should not take responsibility for the safe keeping of valuables. Children should not wear jewellery on their PE days. This includes the wearing of earrings.

SCHOOL PE KIT

Pupils

Children need to change out of everyday clothing into appropriate clean, sweat absorbent gear that provides freedom of movement.

(From September, 2020)

A St. Oswald's T-shirt
Black PE Shorts / skort
Trainers
Waterproof jacket
Tracksuit bottoms
Sweatshirt (dark colours)
Spare dry socks

Pupils should be discouraged from wearing their school shoes outside to ensure they stay clean and dry.

If girls are wearing tights these need to be removed and socks worn. This enables the foot to be better gripped by the item of footwear, and promotes good hygiene.

Children in dance and gym should not work in plimsolls or trainers, unless a written note is produced.

Correct kit is not to be borrowed from other pupils as this does not present a good standard of hygiene.

If children forget kit, or are unable to take part in physical exercise permission must have been given to the teacher or the office by a parent/carer. Children should take on an evaluative, coaching or officiating role in the lesson being taught.

Teachers

When possible, teachers should be prepared to get changed for PE lessons conducted with their class. This reflects the needs to change for physical activity for hygiene & safety reasons. Where this is not possible, suitable footwear that reflects the activity must be worn.

EQUIPMENT AND RESOURCES

Resources are kept in the school hall and PE storage sheds. While pupils are not permitted into the storage units they may be required to assist in the collecting & returning of equipment from outside these areas.

The pupils should be encouraged to:

- Look after the resources
- Return all resources tidily and to the correct place
- Be told of any safety procedures relating to the carrying or handling of resources

Any damage, breakage or loss of resources should be reported to the Specialist PE teacher as soon as possible. Any damaged apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

FOUL WEATHER

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class-based activities around the activity, or ideally, rescheduling the physical activity for another day. Work cards, sports quizzes, rules, tactics, fitness diaries, sport across the world are all possible. A classroom-based PE lesson is an excellent opportunity to check upon the learning that has occurred previously.

DIFFERENTIATION

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

In order to differentiate, teachers should refer to the STEP principle (Space, Task, Equipment and People). Often, differentiation will be by task or equipment. Further challenges may be set to extend more able pupils, and pupils should progress through activities to suit the needs of the individual learner.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

EQUAL OPPORTUNITIES AND INCLUSION

Every pupil has equal access to the school physical education curriculum. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

All pupils will be given access to the full P.E. curriculum, regardless of gender, race, cultural or social background.

GIFTED & TALENTED PUPILS

G&T pupils will be identified through teacher assessment. A register is kept to ensure we have a constant record of G&T pupils. These pupils can then be signposted towards the relevant local clubs and coaching opportunities in the community.

Where appropriate pupils may be offered additional participation and competition opportunities.

EXTRA CURRICULAR ACTIVITIES

St. Oswald's believes every child should have the opportunity to participate in a broad and diverse range of recreational and sporting activities. We are continuing to develop an extensive programme of extra-curricular sports clubs for all year groups. We are part of the Kendal Collaborative Partnership (KCP) which together with 12 other primary schools organises a range of competitive fixtures.

To promote future participation in sporting activities, it is important pupils are introduced to local clubs who can offer specialised coaching. We work collaboratively with a variety of local community sports clubs to provide curriculum and extra-curricular opportunities.

SPORTING VISITS

We are proud of the number of sporting visits we offer the children. All children from year 1 upwards get the chance to take part in a number of festivals and competitions in a range of different sports. All children from nursery upwards are given the opportunity to experience outdoor and adventurous activities, including a residential element from year 1 upwards.

STAFF CONTINUED PROFESSIONAL DEVELOPMENT (CPD)

All staff should take part in professional development to ensure secure subject knowledge, current best practice and an awareness of health and safety procedures.

CPD opportunities will be signposted by the specialist PE teacher and support accessed through the Youth Sport Trust, County Sports Partnership or Sporting National Governing Body.

All staff who attend any CPD course are expected to provide feedback/ disseminate the information.