

Ripponden J&I School



PE Policy
March 2020

INTENT

Ripponden School Vision for PE: To motivate, energise and inspire our children to enjoy and excel in physical activities.

Introduction

This policy was revised in March 2020, in consultation with staff, parents and governors. It recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the holistic development of each child. PE, along with sport and physical activity, can bring about whole school improvement through impacting on attendance, behaviour and pupil attainment.

Our PE curriculum at Ripponden J and I School is designed to inspire, motivate and energise our young people. We want them to enjoy physical exercise and for it to become part of their lifestyle as they grow into adults, therefore being physically active for life.

The PE curriculum is based on the fundamental skills of agility, balance and coordination (the ABC of PE) which begins in reception class and is built upon every year until they leave our school at the end of year 6. The curriculum is totally inclusive so that all children can enjoy and succeed at their own level, whatever their ability. Our PE curriculum follows what is set out in the National Curriculum for key stages 1 and 2.

Aims:

All children will:

- have access to high quality teaching
- learn in a positive and safe environment
- learn about the many benefits of physical activity
- develop team work skills
- meet their own individual needs - improve on their personal best
- be provided with moderate to vigorous activity levels with PE lessons in line with government recommended targets

IMPLEMENTATION

Real PE

At Ripponden J and I School we use 'Real PE' as a basis for our curriculum. It complies fully with the National Curriculum and is aligned with OFSTED requirements. The scheme focuses on 3 underlying physical literacy skills:

- agility
- balance

- coordination

In addition the scheme of work develops 12 other fundamental skills, 4 within each of the core underlying physical skills above.

Real PE also aims to develop the key abilities that children need to be successful within PE and sport **and** across the curriculum:

- creativity
- personal resilience
- cognitive development
- understanding of health and fitness
- social skills
- physical confidence

National Curriculum

PE is a foundation subject in the National Curriculum. KS1 and KS2 are timetabled to have 2 hours of PE a week.

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 KS1 the lessons are taught through a story and the children are encouraged to use their imaginations throughout the lessons whilst developing skills.

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

In lower KS2, the skills are further developed through structured games and activities and then in upper KS2, a competitive element is introduced as they learn more about team skills and adapting/developing their own rules and games.

Additional games lessons are planned in line with the national curriculum to develop key skills as well as knowledge and understanding of competitive games.

Gymnastics and Dance units are taught alongside the REAL PE scheme of work as detailed in the **PE long term plan (appendix 1)**. Teachers link these to topics where possible. **Please can you add as an appendix.**

Swimming lessons are planned and taught by local authority swimming teachers at Sowerby Bridge Swimming pool. Children in years 3 & 4 each have one and a half terms of swimming lessons. If children are unable to swim on medical grounds they will be left in school with another class.

Early Years Foundation Stage

At Ripponden J and I School the physical development of children in the Early Years is an integral part of our work. Physical Development is one of the 3 Prime Areas of Learning and thus is given utmost consideration by our Early Years practitioners. We use the guidance in Development Matters and support the children in achieving the Early Learning Goals in Physical Development through careful planning and assessment of skills. Our Early Years team encourage children to develop confidence and control in the way they move, as well as being able to effectively handle tools and equipment safely. All children have the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Teaching and Learning

We use a variety of teaching and learning styles in PE lessons. Our principal 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. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work 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.

Inclusion

At Ripponden J and I School we teach PE to all children, whatever their needs and/or ability. There are no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability.

Teachers treat children as individuals and adapt lessons accordingly by:

- setting common tasks that are open-ended and can have a variety of results
- setting tasks of increasing difficulty, where not all children complete all tasks
- using mixed ability groups where individuals encourage and 'coach' each other,
- providing a range of challenge through the provision of different resources

Consideration will be given to those with special educational needs and language/resources and content are adapted wherever necessary to ensure inclusion.

Teachers recognise that some children may have specific talents to contribute, which can be used to enrich the experience of others.

Interventions such as Jumping Joeys/Kicking kangas may be used to support children who have specific physical needs.

Children with SEND (sensory and/or physical) are given the opportunity to participate in competitions against other local schools in events such as Boccia, New Age Kurling and the annual Panathlon.

Use of Support Staff

Support staff should be directed by the teacher to support children to access the lesson. This may be planned in advance of the lesson – or be as a result of observations within a lesson.

PE beyond the classroom

In addition to PE lessons, children are encouraged to be as active as possible during the school day. This may be through active lessons, the 'Daily Mile', online resources such as 'Go Noodle' and active playtimes/lunchtime with year 6 children leading activities for KS1.

Children are also encouraged to walk to school, as their method of getting to school is logged daily using 'Travel Tracker' with walking being rewarded with

monthly badges.

Resources

There are a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store at the back of the hall, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. Larger equipment, such as netball posts and football goals, is stored in an outside shed, which again is only accessible under adult supervision. The children are encouraged to help with moving the large equipment and are given strict guidelines on how to do this safely. The children use the school playground and playing field for games and athletics activities, the school running track for the 'Daily Mile' and the local swimming pool in Sowerby Bridge for swimming lessons.

Extra-curricular activities

The school provides an extensive range of PE-related clubs before and after school including: netball, football, hockey, cricket, running, karate, rounders, street dance, girls' multi-skills and gymnastics. These encourage children to further develop their skills in a wide range of activities. The school sends details of the current club activities to parents at the beginning of each term.

The school also plays regular fixtures against other local schools and participates in local schools tournaments for a variety of sports (cross country, football (boys and girls), athletics, cricket, rounders, swimming, rugby, gymnastics, hockey, orienteering and disability sports such as boccia and new age kurling). 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.

Parental Involvement

Children are encouraged to be active out of school and parents are made aware of out of school clubs in the local community via letters, emails, leaflets, etc. Parents are also encouraged to attend school sports' competitions and respectfully spectate and support their own and other children. They are also invited to celebration assemblies to share in their children's sporting achievements.

Links with other areas of the curriculum

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might

improve their performance. Literacy and Communication Skills will be developed by discussion in lessons and in problem solving, and by communicating ideas through movement.

Maths

In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems.

In the dance scheme teachers have access to numeracy based concepts which can be taught through dance.

Computing

We use IT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

PSHE and Spiritual, moral, social and cultural development

PE contributes to the teaching of personal, social and health education. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

Preparation for Citizenship.

By giving information on and introduction to clubs and associations, pupils are made aware of agencies and groups outside the school and home environments.

The Role of the Subject Leader

The PE Subject Leader will:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff
- Audit staff to determine appropriate and targeted training
- Aim for high teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents and will monitor attendance at these clubs to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE keeps a high profile within the school, through displays etc.

- Keep a portfolio for PE that will include photographs of pupils at work, examples of planning and examples of pupils' work
- Assist with recording keeping and assessment of the subject.
- Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Regularly share current and projected prioritise and outcomes with pupils, parents, staff and senior leaders including governors
- Ensure all coaching staff delivering PE and extra-curricular clubs on the school site are quality assured
- Informally observe PE lessons to compile a picture of teaching competency across the school
- Contact local sports clubs to establish new community links with the school

Health and Safety

Safe Practice

In all areas of P.E. 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 Association for Physical Education. A copy of which is kept by the PE Subject Leader.

Pupils are taught to recognise and take some level of responsibility for their own safety and are taught to recognise and be aware of hazards that are present from an early age.

KS1 and lower KS2 pupils will change together for PE in their classrooms. Boys and girls in Upper KS2 pupils will change in separate areas (e.g. girls may use the cloakroom whilst the boys use the classroom). Children should be supervised by a teacher or teaching assistant whilst they are changing.

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.

Jewellery should be removed before the lesson, including ear-rings. If ear-rings cannot be removed by the child, they should not come to school in them on PE days. Long hair should be tied back.

Indoor Clothing

K.S.1 and KS2: Red Polo shirt and black shorts. (No loose fitting T-shirts or Bermuda shorts.) Bare feet, unless on medical grounds. **Do they take pumps down in case of fire drill?**

Outdoor Clothing

Sufficient, suitable clothing to be warm and comfortable in a games lesson. (e.g. black leggings or tracksuit bottoms, red school hoody or tracksuit top)
Footwear suitable for the task and season. (e.g. pumps are ok for use on the playground when it is dry but trainers are needed for the field and/or wet weather)

Failure to produce appropriate kit

Parents/carers are made aware of the PE days at the start of the year and this information is also available on the class web pages. Parents/carers are expected to provide PE kit for their child. If a child persistently fails to have suitable PE kit on the required days the parents/carers will be contacted by phone or letter.

Spare PE kit is kept in school and no child will be excluded from PE if a suitable spare kit can be provided. However, in the unusual circumstance kit being unavailable the child would take a 'non-physical' role in the lesson where possible. I've changed this bit – is this right?

Staff Dress

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible jewellery should be removed to set a good example.

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
- Annual safety equipment check by a recognised maintenance contractor
- Equipment to be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to the PE Subject Leader.
- A named person responsible for Health and Safety – Lorraine Bamforth

- A knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place
- Risk Assessments are carried out by the PE Subject Leader for each area of PE

IMPACT

At Ripponden School, we want our children to be fit, healthy and happy. We want our children to enjoy their PE lessons and feel inspired and enthused to be physically active both inside and outside of school. They should always feel included in their PE lessons, whatever their ability and they should feel as though they have been successful in their lessons and achieved their own goals. When children leave our school we want them to be physically literate, having the fundamental movement skills that they can then apply to any sporting activity that they choose. By this point they should be choosing to take part in exercise outside of school and we hope that this is a choice that they will make for life, helping them to be happy and healthy (both physically and mentally) adults in the future.

Assessment and recording

Through the Real PE scheme, children are expected to self-assess the 12 fundamental skills (with teacher guidance) using an assessment 'wheel'. For each of the twelve skills, they colour in the level that they are on, starting at yellow and finishing on black. This should then be passed on to the next class to ensure progression through the year groups.

Teachers also assess children's work in PE by making informal assessments as they observe them working during lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. 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 PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

Review and Evaluation

This policy is to be reviewed every two years and modified as necessary.

Date of Ratification:		Signed: Mrs Lorraine Bamforth (HEAD TEACHER) Mr Steve Fisher (CHAIR OF GOVERNORS)
Review date:		Signed: Mrs Lorraine Bamforth (HEAD TEACHER) Mr Steve Fisher (CHAIR OF GOVERNORS)

