

# **Houghton Regis Primary School**

## **Policy for Physical Education**

**Co-ordinator: Teresa White**

### **Philosophy**

Each child has an entitlement to a broad, balanced and relevant PE curriculum, which allows for development and continuity. We will build on good practice to develop an active approach and a balanced programme to deliver this entitlement. Our PE programme is based on the National Curriculum requirements, QCA programme of work and Val Sabin/Multiskills scheme of work, and it takes into consideration the needs of the pupils in our school and the sources available to us.

Houghton Regis Primary School aims to provide all children, regardless of race, religion, gender and disability, with valuable experiences in the areas covered. Through these experiences we aim to encourage physical, personal and mental development and raise social awareness and self-esteem. Children will be taught the importance of safety – their own and that of others in differing environments.

We believe that physical education should lead to a sense of wellbeing, a greater understanding of health and fitness, a healthy lifestyle and a feeling of self-confidence, as stated in the ‘Every Child Matters’ agenda. The relationship between enjoyment and development of skills are important and we also recognize the importance of non-competitive and competitive opportunities. These enhance the experiences throughout the key stages whilst reflecting against the 10 PESSCL outcomes and when working towards the PESSYP Strategy/5 hour offer.

### **Aims**

Physical education can contribute to the whole curriculum. We aim to:

- Teach children to be physically active and enjoy participation.
- Give them the expertise, time and resources to develop physical competence, i.e. relevant skills, knowledge and understanding.
- Promote physical development.
- Provide opportunities for decision making and problem solving.
- Encourage children to evaluate and modify their performance.
- To take part in both competitive and non-competitive activities.
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.

Through this we aim to:

- Develop an understanding of the concepts of fair play and honest competition.
- Develop self-confidence through understanding and capabilities and limitations of oneself and others.
- Experience winning and losing and learn to cope with success and failure.
- Be able to take part effectively on their own, with partners and in groups.
- Develop an understanding of the importance of exercise in maintaining a healthy lifestyle and to encourage lifelong participation.

## Our Curriculum Programme

### Organisation

At our school PE involves all children in the continuous process of planning, performing and evaluating.

The areas of activity are spread over the academic year, appropriate to the key stage. In the foundation stage all children follow a PE curriculum which facilitates the achievements of the stepping stones and the Early Learning Goals within the Foundation Stage guidelines.

### Timing/Frequency

We offer every child a minimum of 2 hours physical activity time each week.

### Planning

Long and medium term planning is overseen by the PE co-ordinator assisted by the key-stage co-ordinators. Class teachers are responsible for modifying this planning and making any alterations required for their individual classes. The PE co-ordinator liaises with class teachers to discuss units of work to ensure guidance is matched to the ability of their pupils.

### Resources

Houghton Regis Primary School uses its hall to practice and perform skills in all areas of activity except swimming. We aim to use the outside environment when possible, and there is a playing field and playground. A new games court ensure that all children have the opportunity to participate in ball games during playtimes/lunchtime, this court is also utilised when appropriate during PE lessons from Reception to Year 6. One section of the playground is 'zoned' into different areas, and the children can participate in different activities during lunchtimes/playtime i.e. skipping. The children travel by coach to the local sports centre for swimming. The school is well equipped for all areas of activity the School Sports Premium and annual budget plus supermarket initiatives ensures resources are updated and/or replaced as necessary.

### Health and Safety

Guidelines are taken from 'Safe Practise in Physical Education' (BAALPE)

- Clothes should not be too loose or too tight.
- Trainer/Plimsolls should not be worn for gymnastics.
- PE clothing should not be clothes or footwear worn throughout the school day.
- Clothing removed for activities should be stored away from the activity.
- Watches and other adornments must be removed before the PE lesson. Long hair should be tied back. Only stud earrings should be worn at school and these should be removed for PE lessons. (**see attachment for further guidelines**).
- Floors should be clean and not slippery.
- All pupils should be taught to handle equipment safely.
- Playground surfaces should be in good condition.
- Playing surfaces should be inspected before use. Teachers should be aware of risks from wet grass or hard ground.
- Gymnastics equipment is checked on an annual maintenance agreement but teachers should inspect equipment before each lesson.
- Appropriate footwear when required must be worn to provide good traction.
- PE mats should not be folded.
- See swimming pool guidelines for regulations.

It is suggested that staff wear appropriate clothing to teach PE lessons.

## **PE kit**

A letter is sent home for children who forget their PE kit. A return slip on the bottom is to be signed by the parent/guardian and returned to the class teacher to ensure they have received the letter. If a child forgets their PE kit on two consecutive occasions the class teacher will speak to their parent/guardian. Any child with special circumstances will be allowed to borrow a school PE kit.

## **Assessment, Recording and Reporting**

For school wide assessments refer to the Assessment Policy.

Members of staff are required at the end of each topic to assess the abilities of their pupils and record this information in the child's formative assessment booklet.

Summative assessments are recorded in the child's annual report and discussed with parents. The co-ordinator monitors and evaluates the curriculum followed on a termly basis and maintains information and evidence of achievements within the co-ordinators file.

## **Cross-curricular Opportunities**

Our physical education programme provides direct cross-curricular links with other subject areas. Dance links with music and areas of numeracy (pattern, number sequences). Games and athletics link with numeracy (measuring, personal achievement, timing, use of equipment). Outdoor and adventurous activity provides links to both numeracy and geography (routes, plans, keys, use of a compass). Work on health and fitness links with the science curriculum and the PSCHE curriculum. Where possible all links are identified and built upon. In Key Stage One opportunities are provided through a creative curriculum.

## **Special and Individual Educational Needs**

Tasks and resources are matched to individual needs. All children are encouraged to perform and participate to their optimum level of ability. More able children are recorded on the Gifted and Talented register.

Staff are kept aware of children with medical needs when this information is made available to the administration staff and any necessary precautions are taken.

## **Out of School Activities**

At Houghton Regis Primary School we believe all children should be given the opportunity to develop their skills further by participation in after school activities. We aim to provide children with links to local clubs where possible.

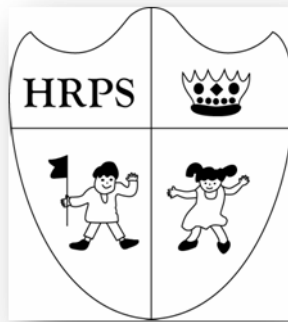
## **Partnership in Provision**

Being part of the School Sports Partnership (SSCO) provides us with the opportunity of participating in more inter-school competitions at KS2 and KS1 and for a wide variety of sports; specialist physical education and physical activity training for staff.

We also link closely with other establishments:

- County advisory team (Health and Safety issues)
- Independent professional bodies
- Local Leisure Centre
- Local educational establishments including local academy schools and universities
- Visiting experts

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It is the policy of Houghton Regis Primary School to follow current Health and Safety guidelines in physical education (see below). This means that jewellery should not be worn in P.E. and earrings should be removed for the lesson. Where piercings are still healing within the advised 6 weeks period and a pupil is unable to remove their earrings, then that pupil will not actively participate in the lesson in line with these guidelines. The Health and Safety Information Bulletin issued by the Education Departmental Safety Co-ordinator has clarified the position with regard to children wearing earrings for P.E., Games and Swimming. "The current Code of Practice for Physical Education, Games, Sports and Outdoor Education states that „watches, jewellery, rings and earrings, belts with metal buckles and other unnecessary encumbrances likely to prove dangerous to the wearer or to others should not be worn". This follows national advice issued by the British Association of Advisers and Lecturers in Physical Education (BAALPE)." The Bulletin continues: "Schools have a duty to deliver the National Curriculum to all pupils but also have a duty to safeguard pupils in their care. Parents or children refusing to comply with these safety requirements are themselves preventing the school from delivering the National Curriculum." It follows that we can no longer allow children to wear jewellery, including earrings during P.E., Games and swimming lessons as, if an accident did occur, the School could be found liable. It is not possible for parents to get around this rule by 'granting permission'. Teachers are not allowed to take out or replace children's earrings if they are unable to do so themselves and, although willing to look after earrings during a lesson, cannot be held responsible for any losses. Parents are encouraged to actively work with schools in helping to minimise disruption to the physical education curriculum. Parents can help by ensuring that school guidance on jewellery is adhered to. We would advise that if children are having their ears pierced that they do this at the beginning of the summer holidays.