



PE Policy

Aims and Objectives

At Royles Brook School we believe that Physical Education develops each child physically, intellectually, emotionally, socially and morally. The aim is to cater for the different strengths, needs and preferences of each child by using differentiated activities (where appropriate) consisting of individual paired and group activities. Through the variety of opportunities that Physical Education offers children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries. A range of activities will therefore be provided with a broad base of movement knowledge, skills and understanding, which children can refine and expand throughout their primary school years. Physical Education creates skills and understanding so that they can perform with confidence a wide range of physical activities in a safe environment. This subject is given a high priority as it widens and enhances social opportunities for all our children and wider family. It promotes an understanding in children of their bodies in action and a positive attitude towards a healthy lifestyle. We always encourage healthy competition in and out of school highlighting the importance of team building and leadership.

Aims:

The School's objectives for Physical Education are:

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To ensure all children receive 2 hours curriculum Physical Education a week as well as the extra 30minutes per day. The third hour is offered afterschool.
- To encourage children to work in a team and interact with other children during Physical Education, demonstrating good sportsmanship at all times.
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.

- To offer different experiences for different age groups will ensure all pupils will be exposed to a range of appropriate challenges as they move through the school so that they:
 - develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
 - become aware of the different shapes and movements that can be made with the body.
 - develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
 - become aware of the benefits of a fit and healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
 - appreciate of the value of safe exercising.

Specific Aims in Relation to Social, Emotional and Cognitive Development Participation in PE and sport have other additional benefits which should help to:

- develop a love of physical exercise.
- develop the ability to work independently and communicate with, and respond appropriately towards, others using verbal and non-verbal communication.
- develop confidence in skills and abilities.
- promote an understanding of safe practice, and develop a sense of responsibility for the safety of others.
- realise that the right exercise can be fun and energise other things in life.
- create and plan games for mutual benefit.
- develop a sense of fair play.
- develop decision making and problem solving skills.
- develop reasoning skills and the ability to make judgements.
- develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- develop the ability to communicate non-verbally with the body.
- improve observational skills, the ability to describe and make simple judgements, and to use this knowledge and understanding to improve performance.
- understand that using correct techniques will improve accuracy and performance.
- enable performance evaluation and the ability to act upon constructive criticism.

Curriculum Planning

Covid 19 Planning

Planning has been adapted to meet the governments requirements to ensure that all children and adults remain safe throughout PE. All children are now focusing on the aspects of PE

which they are able to learn independently with support and demonstration from an adult. Royles Brook will be focusing on Key Learning in Games from PE KLIPs 2014 assisted by Lancashire's PE Passport to ensure that high quality teaching and learning is embedded across school and provided to every child.

EYFS: Fundamental Skills (running, throwing, jumping, hopping, skipping)

KS1: Key Learning in Physical Education Year 1 and 2

Travelling

- Running, hopping, skipping, galloping.
- Change direction easily i.e. dodging and swerving.
- Travelling with an object i.e. beanbag, ball, bat and ball.

Sending

- Roll a ball underarm.
- Throw an object underarm (beanbag).
- Throw an object overarm (beanbag, ball).
- Kick a ball.
- Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.).
- Striking a ball with a bat.

Receiving

- Trap a ball with feet.
- Catching a ball.
- Catching a ball at different heights.

KS2: Key Learning in Physical Education Year 3, 4, 5 and 6

Travelling

- Change speed and direction easily i.e. dodging and swerving.
- Travelling with an object i.e. running or dribbling a ball with/without equipment.

Sending and Receiving – Invasion Games

- Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.

Scoring Skills

- Shoot and score accurately in a range of ways.
- Shot from a distance and from close range.

Net Wall Games

- Throw a ball underarm, overarm.
- Intercept a ball.
- Hold and swing the racket well and play shots on both sides of the body and above their heads.
- Play shots with reasonable accuracy.
- Keep a rally going that is not cooperative.

Striking Fielding Games

- Hit a ball off a tee.
- Different ways of striking a ball using different equipment (e.g. rounders, cricket).
- Catch a small ball with two hands.
- Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately.
- Bowl underarm and overarm with increasing accuracy and speed.
- Retrieve, intercept and stop a ball when fielding.

The school follows the progressive schemes of work provided by Lancashire Scheme of Work in *Gymnastics*, *Dance* and *Invasion Games* at Key Stages 1 and 2 (including *Athletics* activities). The school participates in Sport Hall Athletics to ensure children are introduced to a wide range of activities from an early age. The Lancashire Scheme of work directly linked to the Lancashire planning is used to enrich the Physical Education curriculum and give purpose and meaning to all lessons. Miss Jackson has used the Sports Premium money to invest in the Lancashire Dance Scheme of Work which provides direct links to the curriculum topics being taught in the classrooms. This provides two dance units for each group and a set plan for teachers to adapt to meet the needs of their children.

Learning

Activities taking place in PE lessons and Physical activity sessions should be strictly non-contact and these conditions shared with the pupils. If staff are required to come into close contact with pupils, they must adhere by the school's safeguarding measures which include using PPE and remaining at least 1meter away from children and other staff members.

During every PE lessons, Teachers must ensure there is sufficient tissues available for ensuring good respiratory hygiene - i.e. 'catch it, bag it, bin it' approach. Additionally, that cleaning products and PPE equipment is readily available.

Where possible, all PE lessons must take place outside. A timetable has been created to ensure that there is sufficient space for classes on the playground during the day. Additionally, the hall is available throughout the day (minus breakfast club and lunch times) Well-fare staff must be notified by 9:15am if the hall is required in the morning.

Teachers should ensure that all lesson activity adheres to the social distancing rules in place at the time of delivery. This means team games involving contact are currently not possible.

A possible solution is for each student to have their own zone which they can work in to practice key skills. This will be adopted if children are unable to social distance during a PE lesson.

Foundation Physical Education:

As the foundation 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 Revised Early Years Foundation Stage 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.

KS1 Physical Education:

Pupils are taught to develop their fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are taught to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.

KS2 Physical Education:

Pupils are taught to continue to apply 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 develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and 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

Teaching PE to children with SEN:

At Royles Brook we teach Physical Education to all children, whatever their ability. Physical Education forms part of the school curriculum to provide a broad and balanced education to all children. Through our Physical Education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges, responding to each child's learning needs.

KS2 Swimming:

At Key Stage 2 (Year 4), swimming is taught by the Swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher. By national standards, children should be able to swim 25 metres by the end of Key Stage 2. If children do not achieve this in Year 4, we endeavour to maintain swimming lessons in Years 5 & 6 for children that still require it.

Earrings in PE/Swimming:

Earrings must be removed before participating in PE lessons (including swimming). If a child is not able to remove their own earrings parents should do so before school on a PE day. If there are exceptional circumstances which prevents this from being possible for a defined period of time, parents should provide a letter explaining the reasons and the date from which earrings can be removed. During this period the earrings will be made safe using micropore tape, however a teacher may ask a child wearing earrings not to participate in an activity if they feel the risk is sufficient.

OAA:

Outdoor and Adventurous Activities are taught using the Lancashire Scheme of Work and are also covered and included during Year 6 residential trips. All class teachers are

encouraged to plan a school trip to outdoor learning centres to make cross-curricular links to their topic. This promotes outdoor learning and engages them in a broadened curriculum.

Safety:

In order to minimise the risk of injury:

- children should dress in shorts/ tracksuit bottoms and t-shirts.
- children will work in bare feet for all indoor and apparatus work.
- plimsolls or trainers are worn for outdoor games, together with tracksuits if cold.
- jewellery is not to be worn. Ears pierced for less than six weeks will be covered with medical tape.
- long hair should be tied back and rigid headbands should be removed.
- children will be trained to lift and carry any apparatus sensibly into position under adult supervision, which will be checked by a teacher before use.

Resources:

All PE equipment is kept in the relevant PE store both indoors and outdoors, dependent on where and how it is used in lessons. The PE store is only accessible to children under adult supervision. The hall contains a range of large apparatus, we expect the children to set up and put away this equipment as part of their work. This allows children to become aware of how to handle equipment safely. The children use the school grounds for games, athletics, and outdoor adventure activities. The hall is used for gymnastics and dance.

Safeguarding:

All adults working with children in school will be DBS checked.

Staff Continued Professional Development (CPD):

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or subject specialist. All staff who attend any CPD course must provide feedback/disseminate the information. The School Sports Premium will be partly used to help fund CPD in areas required for individual staff to build confidence when delivering PE.

Out of School Hours Learning (OSHL):

The school provides a range of PE-related activities for children out of school hours funded with the School Sports Premium. These encourage the children to develop their skills in a

range of the activity areas. The school informs parents of the current club activities on a regular basis. Most clubs are available to pupils of all abilities. The school also participates in regular fixtures, festivals and events alongside other schools. Some of these activities introduce a competitive element to team games and allows the children to put into practice the skills that they have developed. These opportunities foster a sense of team spirit and co-operation amongst our children. Every opportunity is taken to provide realistic exit routes for pupils to continue their involvement in local community clubs. AOTT's are encouraged to become involved in supporting the schools OSHL provision.

Links with Other Subjects:

PE links to other subjects, e.g. Literacy, (recount/report/instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting/measuring and graphical representation of data). Computing is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

Correct clothing:

Where possible, children must wear their Royles Brook yellow t-shirt, grey jumper or fleece and plain black shorts, leggings or joggers. Children must come into school wearing their PE kit on their selected PE and after school club days.

Monitoring and Review:

The PE subject leader is responsible for the monitoring of standards across the school and this is monitored throughout the year.

Policy Date: January 2023

Review Date: January 2024

G. Jackson & J. Walley