



**West Park
Church of England
Primary School**

Curriculum Policy for Physical Education

‘Let your light shine’ Matthew 5

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Physical Activity Policy

Intent

The health benefits of regular purposeful physical activity are substantial. The Safe Practice in Physical Education states:

“Within Physical Education, students learn to move, improving their physical competence and use movement to learn through a range of different physically active contexts.”

(Safe Practice: in Physical Education, School Sport and Physical Activity, 2016)

This policy will ensure that all aspects of physical activity at West Park School promote the health and wellbeing of all pupils, staff and visitors.

In line with the national target, the school ensures a minimum of two hours' structured activity per week in the curriculum. Extracurricular activity clubs are also offered to all pupils.

Aims of this subject

The National Curriculum outlines clear aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sport.

In addition this policy is based on the following objectives:

- to provide students with the best possible physical activity experiences regardless of race, age, ability or location, so as to encourage a lifelong healthy lifestyle
- to provide a safe, supportive environment for enjoyable participation in a wide variety of physical activities, through the development of skills and good standards of behaviour
- to develop and apply skills in a cooperative manner using appropriate levels of experiences and/or competition as required
- to encourage participation in community sport and physically active recreation
- to encourage participation of the whole school community in supporting physically active experiences

West Park has a responsibility to ensure that every pupil is presented with the opportunity to participate in excellent quality physical activity experiences to enhance his/her learning and development both in and outside of our curriculum time and in our clubs delivered, by class teachers, coaches and sports leads.

The P.E Teacher, class teachers and club leaders have a major role in the school physical activity programme, in delivering a robust and varied programme. Coaches from other organisations must hold suitable qualifications and be DBS checked –

including parent helpers who are DBS checked. Clubs are reviewed and changed based on numbers of participation and overall impact.

The P.E Lead regularly meets with schools within the WSSA (Worth Schools Sport Association), a cluster of Worthing, Goring and Littlehampton schools, where fixtures are discussed, organised and reviewed termly. They also meet to discuss sporting and policy changes to the curriculum and share best practice in and outside the P.E curriculum. This individual will then meet and lead staff meetings to support best practice.

Implementation:

In P.E Lessons, the sports lead/class teachers:

- Share the learning intention and success criteria at the start of the lesson and revisit throughout the lesson.
- Ensure children are actively engaged, learning principally through moving.
- Give clear and concise feedback and provide opportunities for pupils to act upon the feedback given. Use demonstrations to challenge and motivate children to achieve improved quality performance. Ask appropriate questions to develop and extend children's thinking skills.
- Use a range of teaching styles that will develop the current programme of study for PE (acquiring and developing skills, selecting and applying skills, evaluating and improving and knowledge and understanding of fitness and health which are still relevant from the previous National Curriculum)
- Differentiate teaching activities in relation to the learning intention.
- Involve children in self, peer and group evaluation during the lesson.

Non-participants

All children are expected to take part in lessons, unless otherwise excused with a medical note. If children do not have the appropriate kit, these children will still be expected to take an active role in the lesson. In some cases, where an injury is preventing participation the expectation is to be a part of officiating, evaluating and or supporting the lesson. Children are not allowed to be excused out of lessons for interventions, unless it's approved for physical therapy for our physically disabled children. If a child is injured in a session, they are reviewed by the class teacher, sports lead and/or medical team, who on review will encourage children to get back involved if fit and able to.

Wet Weather

In the scenario where wet weather prevents lessons from taking part outside, these will be moved into indoor open spaces, such as the large hall, small hall and or dining hall. In the event of this space being taken up, we have our Active Walls, Jump Start Johnny videos and/or speed stacks to keep the children active. We also have a range of sporting quizzes to keep brains active

when needed. If in the case an indoor slot is not available adaptations are made for lessons to be taken outside where possible.

Sports Lead

In this school we have an allocated P.E Teacher who leads and/or supports in delivering lessons working alongside class teachers. In this time, class teachers are not released for PPA time, but rather as an opportunity to actively improve CPD opportunities for their own practice, support our newly qualified staff and ECT's and or support classes who need that additional support for our SEND children.

Our P.E Teacher supports and works with classes Monday – Thursday and supports all classes indoor slots for Y1, Y4, Y5, Y6 and supports in outdoor slots in Y3, Y4, Y5 and Y6 for all classes.

Planning, assessment, recording and reporting:

Planning the Physical Education Programme

The schemes of work for each area of activity in P.E. have been developed by the P.E Teacher and reviewed by year/phase leads to ensure continuity, development and progression.

Long term planning for P.E. is undertaken in the context of our school's overall curriculum plan. The Curriculum Summary for P.E. shows how all activity areas are distributed across the years of each Key Stage in a sequence that promotes both curriculum continuity and progress in children's learning.

Medium term planning is taken from best practice examples of planning from the WSSA meetings and is planned by and the responsibility of the P.E Teacher.

Short term planning is the responsibility of the P.E Teacher, who builds on the medium-term plan by taking into account the needs of the children in a particular class and identifying ways in which skills might be taught.

Differentiation (catering for those who are achieving below or above expected outcomes for their year group) The short-term planning of P.E. addresses the present need for adaption. Within each area of activity adaption can be approached via the STTEP model an activity can be modified to challenge the more able child or encourage the less able child to achieve success by adapting or varying the: space made available, task set, time taken, equipment used, people (number of) involved, impact assessment in Physical Ed.

Extra-Curricular Activities:

West Park C.E Primary provides a wide range of extra-curricular sports clubs to enrich the curriculum and further develop skills and enhance experiences for children of various ages. These activities and other special events take place with the support of parents and the local Schools PE and Sports Co-ordinator

links. The school also employs external sports companies, like Premier Sports, Next Step Coaching, Bee-fit, Worthing Table Tennis and Dance Studio to give even further opportunities to our learners to take part in experiences that go further than the curriculum.

Resources:

The areas available for P.E. are the large hall, small hall, dining hall, playground and field. For Year 5/6 the Splash Point swimming pool is used for lessons. In the halls a range of gymnastic equipment is available including fixed apparatus. digital cameras, iPads, CD players, computers, projectors and percussion in P.E. instruments are available for use where appropriate. We have a variety of games equipment which includes: different sized bats/rackets, balls, hoops, skipping ropes and specific sports equipment. We have an adventure trail in both KS1 and KS2. Three netball courts are marked out and a football pitches on the field. In the winter we have football pitches laid out and in the spring and summer we have an athletics track and rounders pitches marked out. We regularly consistently apply for grants and host charity sporting themed events in order to raise money.

Health and Safety:

- Teachers will be familiar with national guidance: 'Safe Practise in P.E.' BAALPE 2012 (located in the hall PE cupboard).
- Teachers will follow school policy for accident procedures.
- Teachers are aware of any medical conditions and necessary action to be taken, from school medical arrangements.
- Teachers to read and be aware of the appropriate risk assessment before any PE lessons.
- Children are supervised at all times during PE lessons.
- Trainee teachers will be supervised, at all times during PE lessons, by a qualified teacher.
- Children participate in bare feet in gymnastics and dance lessons in the hall. If a child has a verruca or any other medical condition of the feet they should still be in bare feet unless painful or bleeding. Long hair must be tied back.
- All jewellery must be removed. Ears, which have been recently pierced, may be covered with medical tape.
- Children wear appropriate PE kit. On cold days, hats and gloves may be worn if they don't restrict the child's physical performance. Scarves are not to be worn.

Links with other subjects:

- Develop their mathematical skills through problem solving, scoring, measuring and timing. (Maths)

- Develop their knowledge of their own bodies and the effect exercise has them; (Science)
- Develop language skills through working with others to plan and evaluate work; use correct terminology/vocabulary to pass information onto others; read diagrams, maps and instructions that explain what they can do or where they must go. (English)
- Children will experience movement to music and develop their listening and appreciation skills and may integrate musical skills with dance in the form of accompaniment or rhythm. (Music)
- Use recording devices to observe and evaluate their own performance. (Computing)
- Work with others, listening to their ideas and treating them with respect; co-operate and collaborate with others, in teams and groups to achieve a goal together; develop an understanding of fair play and fairness through knowing and applying rules and conventions; develop a respect for, and positive attitudes towards the environment and their own health and safety and well being; learn to recognise and value physical differences, abilities and aptitudes and to find ways of accepting and including all. (SMSC, PSHE, RHE).