



PE Teaching and Learning Policy

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PE Teaching And Learning Policy

Introduction

Howard Park Community school believes that all children should develop their physical potential regardless of their cultural, academic or physical differences. This policy outlines the teaching, organisation and management of the Physical Education Curriculum at Howard Park Community School. The implementation of this policy is the responsibility of all the teaching staff.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The Vision For PE

Healthy and Active Lifestyles

We aim to educate both adults and children to develop a greater understanding of the benefits of healthy living. Children need to practise skills on a daily basis to show commitment to keeping their bodies healthy. This will promote long term healthy, active lifestyle choices. We will build knowledge, improve skills and deepen social wellbeing within a fruitful partnership between home, school and the community.

Competitive Opportunity

Our aim is to nurture confident, resilient children who strive to achieve their potential through a wealth of competitive experiences. We will encourage a positive attitude towards winning and an accepting approach towards losing within a wide range of sports. This way everyone can celebrate varying sports, skills and success in themselves and others in school.

We will provide, **'opportunities for children to compete in a wide range of sports and other activities in order to build character and help to embed values such as fairness and respect.'**

We will ensure that; **'pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.'** As pupils move into KS2 they will **'continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to actions and sequences of movement.'**

Sports Premium Funding

In March 2013 the government announced that they would introduce a dedicated primary PE and Sport Premium that would go directly to primary school head teachers so that they could decide how best to use it to provide sporting activities for pupils.

Since September 2013, Ofsted inspections have reported on PE and sport provision and on how schools spend their additional funding. Schools are accountable and are required to publish details of how they spend (or will spend) their PE and sport grant on their websites.

Details of how the Sport Premium Funding is spent at Howard Park Community School are found on the school website.

Rationale And Ethos

This policy was reviewed in April 2022. It recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement, influencing attendance, behaviour and pupil attainment.

At Howard Park Primary School, we believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities.

Aims Of PE

The national curriculum for physical education 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 sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

Subject content

Key stage 1 Pupils should develop 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 should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be 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.

Key stage 2 Pupils should 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 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, 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.

Physical education – key stages 1 and 2

Swimming and water safety. All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Physical Education at Howard Park Community School

Teachers have a long term PE curriculum map. The long term plan follows the Bradford City PE Scheme of work which ensures coverage of all NCPE objectives. *The long term PE map is attached to this policy.

PE sessions are matched to the main hall timetable. Dependent on the activity, the staff will decide whether the session will be taught inside or outdoors. Whenever possible the staff will try to take the children outside. This allows them a greater access to more space.

Class Organisation

PE lessons will be delivered using the PE scheme which follows a particular format depending on the age range taught. All lessons need to include the following key components:

- **Warm Up – Pulse raising activity**
- **Exploratory / progressive skills development activity**
- **Using and applying those skills**
- **Plenary / Cool down / Self Assessment Sheets (kept in the blue cupboard)**

The importance of a warm up / cool down will be explained to the children. Skills development activities will be differentiated by task and outcome as appropriate to the child's level. Using and applying will enable the children to use their skills in a different context. Children will have the opportunity to work individually, in pairs and in groups.

It is essential that Learning Objectives are shared with pupils at the beginning of each session. This can be done either in the hall or in the chosen learning environment before the session begins. Children must also be aware of how to achieve success in the lesson as they would in any other subject.

Out of School Hours Learning (OSHL)

OSHL activities are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. Pupils are provided with information about local clubs, provided with taster sessions and exit routes through coaches.

At Howard Park Community School we celebrate our sporting achievements during PE , Online Learning Journal, newsletters and by posting information on the school Facebook page.

The children have access to a wide variety of sports throughout the academic year at either a lunch time or an after school club. The focus is on participation with all children encouraged to attend practices. These competitive sporting events are generally offered to Key Stage 2 children. The school participates in a variety of sporting events both within and out of school hours. These are led by the PE Teacher Jack or by Bradford City Foundation. Our SGO (Sam Spencer) promotes numerous competitions/festivals throughout the academic year that we attend on a regular basis.

Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, the aim of PE is to improve skills of coordination, control, manipulation and movement, much of it taking place through free or lightly structured activity.

Children develop large motor skills through jumping, hopping, skipping, climbing and running, and also through playing with pedal and push-and-pull toys. Children participate freely in these kinds of activities both indoors and outdoors.

Fine motor skills are acquired by filling a container with sand, doing a puzzle or stringing beads. Children need these skills to do up buttons or laces and to hold a pen or pencil to write correctly. For example, children who practise and succeed in filling containers in the water tray will handle drinks more successfully and have the confidence to, for example, pour out their own drinks.

There are some language objectives in PE lessons, too. Teachers will introduce words for negotiation and co-operation, such as 'share', 'wait', 'take turns', 'before' and 'after'.

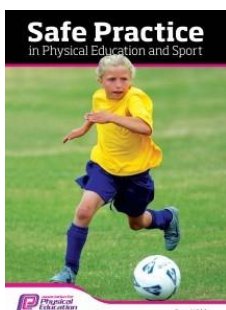
Here are some examples of what teachers may do in PE lessons in the Early Years:

- The children carry out the actions of the story 'Going on a Bear Hunt'. They interpret different ways of moving, carefully avoiding bumping into each other.
- Using an obstacle course created by the teacher, the children follow one another to swing along the overhead ladder hand over hand, crawl through the tunnel, hop along the bench and roll sideways across the mat.

Additional to the daily provision children have a weekly whole class PE session working towards specific learning objectives. PE sessions are matched to the main hall timetable. Children in Reception class are expected to get changed for PE from Spring Term 1. Children in nursery are expected to remove shoes and socks and work in small groups.

Safeguarding In PE

In all areas of PE 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 the Association for Physical Education. A copy of the document is kept in Mrs Snowden's cupboard with the PE Subject Leader file. Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.



Staff must all be aware of safety guidelines for PE that can be found in the book, '**Safe Practice in PE and School Sport.**' This is located in *the PE Co-Ordinator's cupboard.*

PE Changing

When changing for PE, KS1 and lower KS2 pupils will change together in their classrooms where as upper KS2 pupils will change in separate areas. Staff must be present during changing times, in both areas, to ensure children are safe at all times. After changing for PE children should place their school clothing into their PE bag.

School PE Kit

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 and details of our policy are outlined below.

Indoor clothing

- Plain white T-shirt,
- Dark shorts
- Children must have bare feet for gymnastics unless they have medical reasons not to.

Outdoor clothing

- Plain white t-shirt
- Dark leggings/ shorts/ tracksuit bottoms
- Trainers
- A hoody or school jumper may also be worn at the discretion of the teacher.
- Trainers must be worn outside. Indoor pumps are not suitable as the grip is insubstantial

Failure to produce appropriate kit

The reluctance of some children to produce appropriate kit should be avoided if the child understands the necessity of changing for P.E. lessons and is familiar with the timetable. Staff will encourage and support all children to meet the requirements. The staff monitor pupils not actively taking part in the lessons or not bringing their kit. In repeated instances, parents will be informed.

A limited selection of spare PE kit is to be held in each class and can be used when required. If children are consistently failing to bring PE kit due to particular circumstances, then a PE kit may be purchased using Sport premium funding and kept in a labelled bag, in school, by the class teacher.

All teachers must ensure that children tie long hair back; finger nails are appropriately short to prevent injury to themselves or others and personal effects including jewellery have been removed. In the event of new piercings (**less than a month**) if a child is unable to remove them, a note must be made in the child's planner and ears must be taped up.

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.

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 an 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. PE equipment is stored in a number of places including, the hall and PE Cupboard. These areas will be monitored by members of the PE team.
- Children are taught to manage and use apparatus safely and effectively.
- Equipment will be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to a member of the PE team.
- Staff are aware of First Aiders within the School and there are several members of staff first aid trained across school.
- Staff have knowledge of the environment in which learning is taking place. They must check areas for hazards before any activity takes place.

Handling Apparatus

- Apparatus should be stored consistently and always returned to the same place.
- Apparatus needs to be easily accessible for all children.
- Children are taught how to lift apparatus correctly. They should know:
 - never to touch apparatus unless instructed to do so by the teacher
 - how many children should be holding it
 - where they have to grip the apparatus
 - To carry apparatus – never drag it across the floor
 - To have knees bent, back straight and head up ready to lift. They must walk when carrying the apparatus
 - Only to lift when everyone is ready. When ready lead child to say 'one, two, three lift' and when it is in place 'one, two, three down'
- When the apparatus has been positioned, children must sit on the floor to await instructions
- Use the apparatus floor cards to indicate where apparatus should be placed.
- Always have plenty of children lifting the apparatus.
- Avoid walking backwards when carrying the apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing in the same direction.
- Mats should be put out last and put away first; this will avoid children tripping over the mats as they carry the apparatus.

- As a general guideline, children should only use apparatus which they can move themselves.
- Finally when ready to use the apparatus, teachers should complete a risk management of the equipment with the children.

Equal Opportunities and Inclusion

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others. The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The P.E. curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials.

Facilities, Equipment and Resources

Howard Park Community School has a school hall, which is equipped with portable and fixed apparatus for gymnastics and a music centre and a large projector to support the teaching of dance. For the teaching of games, there is a large MUGA, with multi-purpose markings and netball posts. There is an additional playground area directly behind the school building which leads on to a very large field area. Running alongside the field there is also a trim trail.

The children in KS2 are transported by bus to Tong High School Sports Centre pool in order to meet the National Curriculum swimming requirements.

The Learning Environment

After school club letters are given out to children periodically. The main school hall is used for lunchtimes therefore the floor is appropriately cleaned before school begins and after lunch to ensure it is safe for PE lessons to take place.

Sports Day/Inter-School Sports

The PE team organises the annual Sports Day in which all children compete in a variety of team events and traditional races. The Sports Day is run with a competitive and supporting theme where the children represent their house teams.

Staffing/Staff Development

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.

Leadership And Management Roles

The Governors at Howard Park Community School know about the current and projected expenditure of the Sport Premium funding via regular meetings with the subject leader and also through the school website. Governors will regularly scrutinise current and projected expenditure with the HT and understand the impact the grant is expected to make.

The Head teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra-curricular activities. He will:

- Regularly share current and projected expenditure with governors and discuss the impact the grant is expected to make
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

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
- Aim for excellent teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff
- 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 OSHL to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE maintains a high profile within the school, through awards etc.
- Assist with recording keeping and assessment of the subject.
- Present information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Informally observe PE lessons to compile a picture of teaching competency across the school

Teachers should:

- communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The PE Teacher will be responsible for the planning and teaching of PE as set out in this Policy. The Teaching Assistant (TA), when available during PE lessons, will support the class teacher in

delivering PE and in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher.