



# Physical Education Subject Policy

Four Swannes Primary School

## 1. School Philosophy

At Four Swannes Primary School, we believe that physical education is essential to all pupils to ensure the best possible physical development and wellbeing. We build on the children's natural enthusiasm for movement by delivering high quality teaching. Through physical education we aim to enable pupils to develop coordination, strength, stamina and skilfulness. We also promote spatial awareness, intelligent reactions to situations and appreciation of physical excellence.

The curriculum we follow aims to improve emotional wellbeing and fitness of all pupils. We want them to develop basic physical skills, build confidence in their ability and encourage love of sports related activities.

We maximise the PE and School Sports funding to ensure every child will have equal opportunities to access high quality PE and school sport and will continue to be inspired and enthused to adopt an active and healthy lifestyle.

## 2. Why PE?

Physical education contributes to healthy growth and physical development through physical activity.

Physical education has an important role to play in establishing a healthier nation. It offers children the opportunity to understand the need for and develop healthy lifestyles.

Those who are active in childhood are more likely to reap benefits associated with an active lifestyle in adulthood.

Research has shown that when primary pupils receive regular exercise they perform better in all aspects of schooling, due to increased metabolism and alertness.

The development of good gross motor skills and their refinement are important to enhance self-image and raise self-confidence.

Physical education provides an essential opportunity to develop knowledge, skills and understanding of the body and its movement.

Physical education encourages development of positive attitudes and personal qualities, such as self-esteem, independence, empathy, and tolerance.

## 3. Aims

At Four Swannes Primary School, we aim to develop competence in a broad range of physical activities. This will be achieved through:

- Being physically active for sustained periods of time.
- Engage in competitive sports.
- Promote and lead a healthy and active lifestyle.
- Provide all pupils with access to the lessons.
- Build self-esteem, confidence, and resilience in all pupils.
- Develop positive attitudes to participation in physical activity.
- Develop the appreciation of fair play, team play, honest competition, and good sportsmanship.



#### 4. General Aims

##### Key Stage One

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, both individually and with others. They should be able to engage in competitive and cooperative 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 coordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactic for attacking and defending.
- Perform dance using simple movement patterns.

##### Key Stage Two

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 communication, collaborating, and competing. 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:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control, and balance.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
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- Compare performance with previous ones and demonstrate improvement to achieve their personal best.

##### 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:

- Swim competently, confidently, and proficiently over a distance of at least 25m.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situation.

#### 5. Planning and Assessment.

The way we plan and assess PE is completed through two different ways. Staff follow the scheme Complete PE, in which they teach the fundamental skills and staff follow the instructions in order to teach the lesson effectively. Every half term focuses on a different area, progressing on knowledge learnt in prior year groups. The unit comes complete with a baseline assessment that takes place at the beginning and end of the half term. This information is then transferred to the new assessment file. Games, gymnastics and dance are taught by a PE specialist.



All class have 2 sessions of PE a week. Swimming lessons take place in year 6 for a term. Nursery and Reception have at least 1 hour a day of outdoor activity during CIL and an additional session of indoor PE once a week for Reception.

#### 6. Out of hours learning

The school is committed to providing a range of out-of-hours learning activities and clubs; currently these include netball for KS2, separate multi-skills clubs for KS1 and KS2, and a cycling club. Clubs to be implemented this year include multi-skills, football and badminton. The school is currently in talks with the local council to secure funding to offer the children more choice.

Pupils are given the opportunity to participate in competitions in a variety of sports. Some events are non-competitive in ethos and therefore provide more inclusive representation for children who may not be selected for competitive teams.

#### 7. Safety and Accident Procedures

##### Safety

Teachers are ultimately responsible for pupils' safety, however, children should be encourage to recognise potential dangers and to become progressively more responsible to their own safety and that of others.

##### Working area and surface

Teachers should check working areas and surfaces for any potential dangers to ensure areas are safe. Teachers should also consider their position in the room/hall/playground/field throughout the lesson to enable maximum observation.

##### Equipment

Teachers should ensure that all equipment is safe for children to use. All staff must be fully conversant with setting up apparatus, particularly the large gymnastics equipment, and wall bars. If staff are unsure, they should check with the PE lead. Pupils should be taught to life, carry, place and use the equipment safely.

##### Clothing

Children (and teachers) should wear appropriate clothing. Four Swannes School PE kit comprises of a white t-shirt with the school logo, black shorts or jogging bottoms, and trainers for outside PE. For gymnastics and dance, all children should have bare feet.

Children throughout the school should have a complete change of clothes for PE, and not wear the same t-shirt or trousers worn during the school day.

##### Other safety considerations

Jewellery should not be worn during PE lessons. Children should not wear earring on PE days, these cannot be taped over. Considerations are made regarding jewellery that represent religious significance. shoulder length and long hair should be ties back during lessons.

##### Accident Procedure

If an accident occurs, pupils should be sent to a qualified first aider accompanied by another child or the first aider called to the incident. The incident should be record in the accident book, as per school guidelines.

##### Extra-curricular Accident Procedure

During extra-curricular activities, at least two members of staff should always accompany the children in event of an accident. Therefor one adult will be available to deal with the incident



without leaving the other children unattended. A portable first aid kit should always be taken to offsite events.

#### 8. Participation

Any child not participating in the PE lesson should bring a note explain in the reason but should be involved in the lesson in some way, through observation, coaching or officiating. Parents will be contacted if their child is a regular non-participant. Children who may be fasting are exempt from physical activities during this time.

#### 9. Equal Opportunities

The well-balance and planned PE programme, Complete PE, meets the physical and social needs of all pupils in an ethically diverse society, allowing all children across the ability spectrum to succeed. By setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment, teachers will create a positive and achievement orientated learning environment. For those for whom English is an additional language, care needs to be taken over the way in which task are presented and explanations given. Children should be encouraged to broaden their vocabulary, enabling them to use appropriate terms and language to describe their own and other performances. Children with significant physical needs are supported by an LSA and are encouraged to join in as much as they are physically able.