

**LEYS FARM JUNIOR SCHOOL  
PHYSICAL EDUCATION POLICY 2020**

**Introduction**

It is the philosophy of our Leys Farm Junior School (LFJS) that Physical Education (PE) develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles. It is a practical subject which gives all children irrespective of age or gender, opportunities for participation, enjoyment and success.

**Aims and Objectives of PE at LFJS**

The school aims to deliver a broad and balanced programme of PE that offers opportunities to promote physical development and competence whilst developing artistic, aesthetic and linguistic understanding through movement. These opportunities will provide the necessary experiences to develop a range of attributes and qualities to create a well rounded, physical child.

Through PE the aim is to develop positive personality traits such as teamwork, communication, self-esteem, leadership and commitment. Through the implementation and evaluation of tactical play children will also be encouraged to use problem solving skills.

In order to do this, we aim to:

- stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles;
- enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE;
- enable pupils to see PE as a major feature in our lives, related to employment, leisure and culture and part of a wider body of knowledge and skills, including interpersonal and problem-solving skills;
- enable pupils to understand and use safe practice and to appreciate its importance in PE, understand the short and long-term effects of exercise on the body and to understand the role of exercise in a fit and healthy lifestyle;
- enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim;
- enable pupils to work independently and as part of a group or team in varied activities so as PE contributes to the development of core skills such as communication by speech;
- employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work;
- develop awareness in pupils of the implications of sport and physical activity (past and present) for the individual and local, national and international communities;
- provide equal opportunity for pupils in PE, regardless of gender, ethnicity, background or ability;
- develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

**Intent of the LFJS P.E Curriculum**

To promote an enjoyment in undertaking exercise in all children that will be continued into adulthood as part of a healthy lifestyle. We want to develop an appreciation of skilful and creative performances in all areas of activity. We will encourage children to use the skills and learning gained in PE in other areas of the curriculum.

The school is committed to the education of health and fitness. The school has received the Healthy Schools Award and educates children, wherever possible, in the benefits of a balanced diet. Children will also be made aware of the

different types of fitness and how they can be achieved. They will learn about the basic effects of exercise on the body with respect to heart rate, breathing rate and body temperature.

### **Implementation of the LFJS Curriculum**

Structured medium-term plans have been written for each Year group in dance, gymnastics, games and OAA based on the Steps to PE programme from the North Lincolnshire Letsgetahead. Other resources are also implemented where useful, including BBC Dance programmes, Cosmic Yoga, British Gymnastics resources and previous TOPs cards. There is a long-term plan addressing all areas of the National Curriculum to ensure continuity and progression throughout the school. Medium-term plans are informed by the Steps to PE document. Each teacher has a copy of the relevant MTP for their specific age group.

Teachers are responsible for their own short-term planning. The MTP offer a comprehensive scheme for Dance, Gymnastics, Games and OAA. Teachers will apply this scheme flexibly with respect to the suitability for their class. Some plans are adapted by using other resources to supplement the scheme, such as the BBC programmes for dance and British Gymnastics. They will also make efforts where possible to make connections to other areas of the curriculum. Children are to be taught in their normal class group, with teachers or Football in the Community (FiTC) responsible for the short-term planning and teaching of PE.

In games, each year group goes out separately to the field or playground with a specified coach from FiTC.

The school will provide a broad and balanced curriculum by following the National Curriculum guidelines.

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.

### **Impact of the LFJS P.E Curriculum**

Our curriculum aims to improve the wellbeing and fitness of all children at LFJS, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.

### **Monitoring and Reviewing**

- the subject leader will oversee the continuity and progression within annual and medium-term plans;
- they will also monitor the quality of teaching and learning through observations;
- the leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.

### **PE Planning Curriculum**

Invasion games, including the principles of attacking and defending are taught through football, netball and hockey. Athletics will be taught in the autumn and summer term. Striking and fielding is addressed through cricket and rounders, in the summer term. Net/wall games are undertaken through tennis, which is played in the spring. Outdoor adventurous activities will be taught in the summer term.

Each of the above sports will be undertaken half termly and sessions will run for approximately 50-60 minutes each week. Dance and gymnastics activities will be taught in autumn and spring, for half a term each. These sessions will run for approximately 50-60 minutes each week, in the hall. Children in Year 4 (unless mixed year group) will follow the North Lincolnshire Council 8-week swimming programme during the year. Pupils receive approximately 2 hours of PE per week.

### **Assessment**

- ability and attainment in PE will be recorded and reported on end of year reports;
- FiTC complete assessments after each lesson and report to teachers;
- informal assessments will take place during sessions through discussions with the pupils;
- On-going assessment identified in short term planning;
- termly assessments which will be kept in teachers' assessment folders;
- the PE Leader has contacts with sports clubs and groups outside of school for the above average children.

Teachers, in their planning, must ensure that all children are able to participate as fully and as effectively as possible within the framework of the National Curriculum. It must ensure that pupils with disabilities are given activities that are suited to their type of disability without destroying the integrity of the activity.

In order to achieve inclusion teachers should set suitable learning challenges and respond to pupils' diverse learning needs.

### **Impact of PE on Teaching in Other Areas of the Curriculum**

English - Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths - Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

Computing - Children use capturing and recording equipment (iPads, cameras and videos) for evaluation/development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

PSHE - PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

Science - The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

SMSC - PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

### **British Values**

Through sport children are taught the values of respect, trust, honesty, friendliness and perseverance.

### **Cultural Capital**

During lunchtime breaks, children are given the opportunity to take part in adult directed and non-directed tasks. Adult direction is rotated throughout the week between Teaching Assistants and FiTC coaches. Lunchtime supervisors are to be trained by throughout the year, in which their skills in facilitating children's play and leading activities are observed, assessed and adapted in line with the needs of the children. Sports, physical activity and healthy eating clubs are run on a weekly basis, where children are provided with the opportunity to take part in a variety of activities. From these clubs, sports teams are selected to represent the school in competitions and

tournaments. The school invites outside agencies to provide further sporting opportunities for the children, including FiTC. Staff also offer netball, gymnastics and rugby. Our Wellbeing Week gives the children an opportunity to experience a range of sports through inviting coaches from the community into school. This provides the children with a taster session and this can create links with clubs outside of school.

### **Resources**

Games and gymnastics equipment are kept in one store, in the hall. This store remains locked and the key is kept in the office. Equipment is checked regularly by the PE Leader and stock replenished as often as the budget allows. All teaching resources and TOPs cards are stored in the cupboard outside Room 8.

The netball posts and football posts are stacked safely in the playground sheds. The hall contains moveable gymnastics apparatus as well as a stereo and screen for dance activities.

### **Health and Safety**

The school health and safety policy (issued to all staff, with copies always available in the office and staffroom) outlines guidance for all out of school activities. The BAALPE publication "Safe Practice in P.E" is also available to all staff.

For activities taking place outside of the school premises a risk assessment will be made.

The health and safety policy give clear guidance on the responses and reporting of accidents, however small.

- first aid equipment is positioned in the school office. Majority of staff are trained in Emergency First Aid;
- children will be taught how to handle apparatus safely and apparatus will be checked before children are allowed to use it;
- mats will not be placed under climbing frames as they give children a false sense of security. Mats are only placed at areas of dismount, where children are specifically required to jump on them as part of an activity;
- all jewellery and watches should be removed prior to any lesson commencing and long hair tied back. If ears have recently been pierced, children can cover their studs with tape from the office;
- teachers, Teaching Assistants and children should be dressed appropriately to either teach, support or take part in PE and have high expectations of one another;
- some cultures require particular garments to be worn to conform to their religious traditions and beliefs. This should be discussed with the parents and management. Satisfactory arrangements should be made for children involved to wear suitable clothing to ensure their safe participation in PE sessions;
- indoor work will be carried out barefoot as the wearing of shoes when climbing apparatus is a potential hazard. A plaster or verruca sock is to be worn if a child has a verruca. Plimsolls are allowed for dance activities but not for gymnastics;
- some children may need to wear glasses or hearing aids. In these circumstances, the adult in charge should determine whether it is hazardous for the child to actively participate wearing them, both in terms of their own safety and that of the other children;
- care must be taken to ensure that children respond appropriately to set tasks. Where apparatus is used, a variety of levels, including low, should be available for pupil choice;
- during PE lessons, teachers must be in a position where all activities can be observed;
- children should be made aware of the rules for each specific sports activity and try to adhere to them.

### During Swimming Lessons:

- From leaving the classroom until returning, the 'duty of care' is the responsibility of the teacher.
- The standard duty of care for any school visit will apply.
- The teachers will be required to supervise, or organise supervision, of the children whilst changing.
- A quiet working atmosphere should be encouraged to facilitate concentration and safety.

- Whilst in the pool, children will be supervised by lifeguards and swimming coaches/teachers.

### **Suitable Clothing**

Children should wear black shorts, a white t-shirt for indoor PE and bare feet. Children are not allowed on the apparatus if they are wearing tracksuit bottoms.

Children should wear black shorts, a white or blue t-shirt and suitable trainers for outdoor PE unless the weather is cold. For colder weather, children should wear a dark coloured pair of tracksuit bottoms and a tracksuit top over their t-shirt. No names or logos clearly displayed. Trainers should fit properly and laces should be tied (See Health and Safety for further information).

### **Sports Premium Funding**

The government has chosen to invest in Primary School Physical Education and School Sport. They have done this by offering each primary school £16,000 plus £10 per pupil to be spent in any way the school thinks best to improve the teaching and learning of PE and School Sport in their individual school. The Premium is to be used to:

- engagement of all pupils in regular physical activity;
- profile of PE and sport is raised across the school as a tool for whole-school improvement;
- increased confidence, knowledge and skills of all staff in teaching PE and sport;
- broader experience of a range of sports and activities offered to all pupil;
- increased participation in competitive sport.

See separate document for Evidencing the Impact.

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