

Physical Education

Philosophy, Curriculum and Policy.

September 2023



Philosophy

We believe in giving all pupils, irrespective of gender identity, sexual orientation, race, religion, disability, socioeconomic status or academic ability, the opportunity to discover and develop their physical potential through a balanced and developmental programme of physical activity. We do so in the belief that physical education in a safe, supportive and challenging environment is a vital component in the development of children's physical and emotional health and well-being. This, we believe, includes qualities such as enjoyment, tolerance, co-operation and the development of expertise.

In this context, we are committed to achieving maximum participation for all children whilst recognising the need for equal opportunities on the grounds of gender identity, sexual orientation, race, religion, disability, socioeconomic status and children's specific individual needs. Within a caring and supportive environment, we believe in encouraging positive relationships between groups and individuals whilst providing challenge and stimulation through physical activity. We hope and believe that these positive experiences culminate in children developing the confidence and expertise to express themselves in a physical context. Children are also actively encouraged to participate in a wide range of extra-curricular sports activities, leading to opportunities to represent the school in a competitive nature. This is in both KS1 and KS2.

As part of our P.E. curriculum, swimming lessons are provided for all children when they are in year five and six. This is so that all children can meet the expected standard by year 6. Lessons will take place at Whitworth Leisure Centre with qualified instructors. Transport will be provided to and from school. Swimming galas will take place towards the end of the year to celebrate our swimmers, alongside children from the other Whitworth and Rossendale schools.

Curriculum Intent and Implementation

All children will take part in two, high quality, physically demanding P.E. lessons each week, which inspire and motivate all pupils. These lessons are taught from a balanced and bespoke curriculum that takes into account our children's needs, differentiation and a 'hands, head and heart' approach (a physical aspect, a thinking aspect and character building education). All children will access the Lancashire Scheme of Work which is taught in conjunction with the Lancashire PE Progression Document.

Our curriculum supports our children to develop resilience, confidence and independence to help them know how to keep physically and mentally healthy and how to maintain a healthy and active lifestyle, continuing into adulthood. Our focus must be on the quality of physical education rather than the competitiveness nature of sport. Children will not be taught sports specifically but

transitional skills through different sports and games, which will often be modified. This will then lead on to a sport.

Through P.E., children will also be taught many other skills needed for later life. Every lesson will include a PSHE element that will be known as character values. These will include but not be limited to:

- Determination
- Cooperation
- Trust
- Encouragement
- Integrity
- Courage
- Honesty
- Resilience
- Self-regulation
- Respect
- Emotional and social skills
- Dealing with failure
- Risk taking
- Celebrating

Teachers will work in conjunction with our school sports coach to teach and assess the curriculum being delivered. All P.E. lessons will follow the teaching sequence of:

- Choosing a modified activity
- Phase 1: Skill development
- Phase 2: Application – Tactics
- Phase 3: Modified games and activities – applying skills and tactics.
- Phase 4: Performing core task and assessing the core task

By the end of KS1 all children should be confident in performing the **ten fundamental movement skills (running, hopping, skipping, jumping, overarm throw, rolling, bouncing, kicking, catching and side gallop)**. By year 6, all children should perform sport specific games with **consistency, accuracy, confidence, control and speed**. These skills will include **running, dodging, chest pass, swing pass, push pass, bounce pass, shoulder pass, catching, kicking, dribbling, receiving and shooting**. They should know and apply the principles of **attacking and defending** through modified versions of invasion games and should also apply skills and tactics in a range of other games such as net/wall games or striking and fielding activities. They should also be able to identify aspects of their own and others' performances that need improvement and can suggest how to improve them. Children should also be able to swim 25 metres, use a range of strokes

(front crawl, breaststroke and backstroke over 15m) and to be able to perform self-rescue techniques.

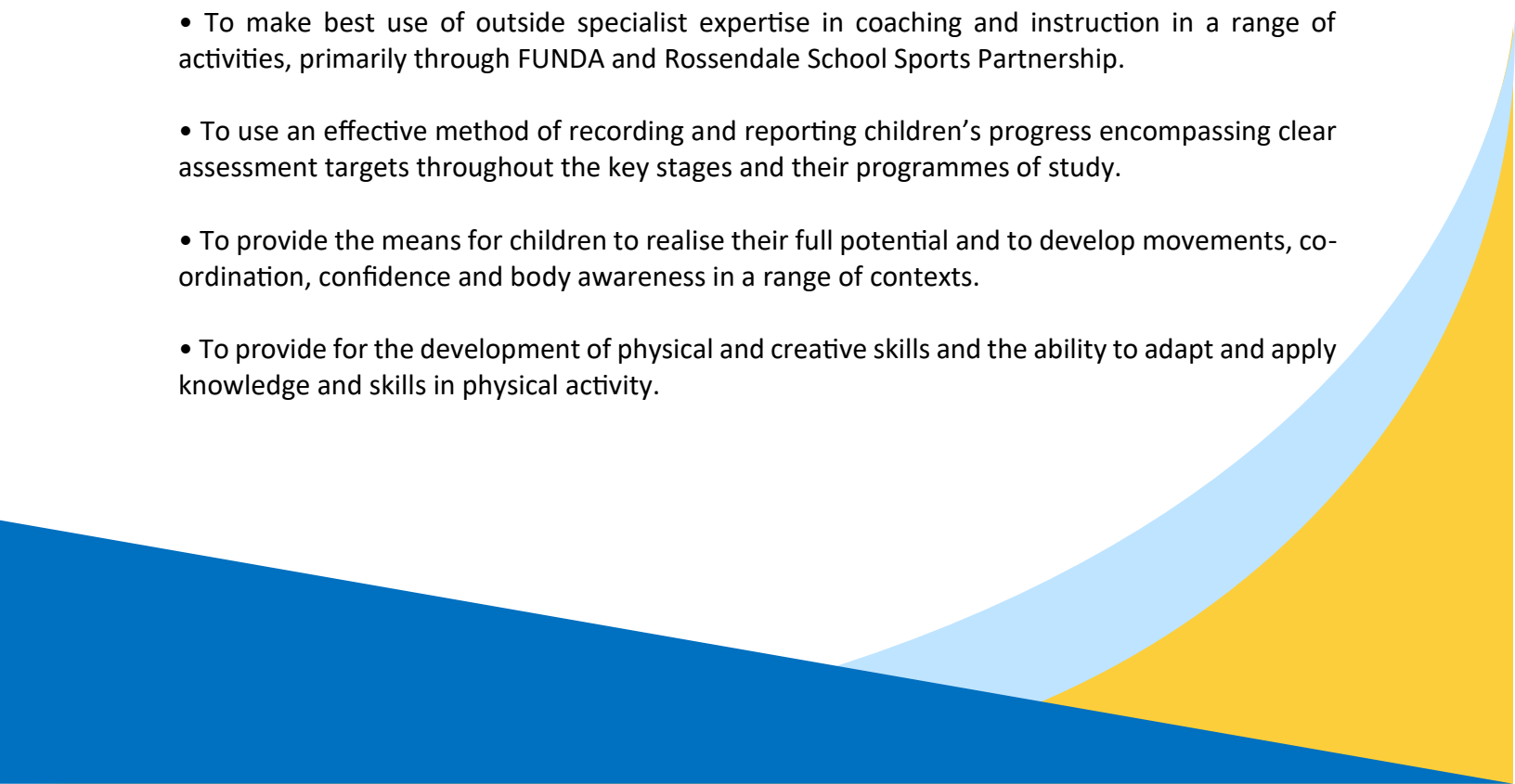
A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

We are further committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with sporting bodies, clubs etc. and the provision of extra-curricular activities organised by the school is a positive experience and that the recognition and celebration of children's achievements outside school promote an awareness of the value of physical activity for all children within the school environment.

Children who are identified as able and talented within P.E. are identified within each unit of work and lessons are differentiated so that they continue to develop their skills to their full potential. Children that are able and talented are picked to represent the school in different areas, but are also signposted to take part in competitions at borough and countywide level.

Policy

Our Aims

- That all pupils will be given access to the full P.E. curriculum regardless of gender identity, sexual orientation, race, religion, disability, socioeconomic status or academic ability.
 - Develop the knowledge and confidence of our staff through the sharing of expertise and the use of school resources, alongside the advice and support of Rossendale School Sports Partnership and LCC.
 - To make best use of outside specialist expertise in coaching and instruction in a range of activities, primarily through FUNDA and Rossendale School Sports Partnership.
 - To use an effective method of recording and reporting children's progress encompassing clear assessment targets throughout the key stages and their programmes of study.
 - To provide the means for children to realise their full potential and to develop movements, co-ordination, confidence and body awareness in a range of contexts.
 - To provide for the development of physical and creative skills and the ability to adapt and apply knowledge and skills in physical activity.
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- To promote responsible attitudes towards safety, both of their self and others, and to develop an appreciation of safe practice during physical activity.
- To develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations, to develop resilience with losing and to retain a sense of perspective in competition. To develop a good understanding of sportsmanship.
- To provide the opportunity for work involving the development of personal, social and health related skills. This should be done through a range of teaching styles, which encourage time to experiment, time for self-expression and awareness, and lessons that foster tolerance and co-operation.

P.E. lessons must include challenge for all pupils, which includes:

- A feeling of improvement.
- A sense of accomplishment/achievement but understanding of adversity.
- Learning something new and wanting to learn more.
- Physical well-being.
- A feeling of independence.
- Wanting to perform well and with imagination and flair.
- Performing to the best of ability.

Entitlement

All children are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the National Curriculum and takes into account individual interests and needs.

Health and Safety

Safety should be paramount when planning PE activities.

The following guidelines should be referred to by all teachers when planning their PE curriculum.

- Safety Practice in Swimming (LEA)
- Safe Practice in Physical Education (2021 BALPE)

- Safety in Outdoor Education (LEA)

First aid equipment should be available (first aid station) and staff should know what to do or who to call for assistance in the event of an accident (designated first aider).

Although not mandatory, children are advised to wear protective playing equipment (PPE) when playing hockey and football. However, during competitive matches (where a child has opted to take part) this must be enforced and children must wear mouth guards and shin pads for hockey, and shin pads for football. However, in P.E. it is a parent's responsibility to provide these and class teachers will communicate this to parents. Instruction in how to use the equipment safely must be built into teaching time. Any lesson using hockey equipment would need to be risk assessed and a decision made as to whether the children would need PPE or not.

Inhalers for children suffering from asthma must be readily accessible.

Regular checks should be made on all equipment. The coordinator should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the coordinator when any items need replacing or repairing. Any items constituted a danger should be taken out of use immediately. All large items of P.E. equipment are inspected annually by an independent safety officer (Crown Gymnastics Limited) under a contractual agreement.

Children should not wear earrings of any description for P.E. If a child can remove their own earrings, they should do so before each P.E. lesson. Should parents want their child to wear earrings, it is the parents' responsibility to cover earrings with a plaster or hypoallergenic tape.

Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.

Children should be made aware of safe practice when undertaking any P.E. activity (e.g. not running or jumping in front of others and stopping when asked).

Good class control from the class teacher is fundamental to safety.

P.E. Kit

On their designated day, pupils must come into school in their P.E. kit, which is stated on the uniform policy. Teachers should also be dressed in suitable footwear and clothing as a model, to show that appropriate clothing is needed for these activities. It is important that teachers' footwear enables them to move quickly without risk of slipping.

For safety reasons it is imperative that the PE dress code is followed. Under no circumstances should children wear tights or socked feet as this can be dangerous.

Goggles for swimming should be discouraged unless on medical advice. A letter must be signed by parents to allow the wearing of goggles. All children must wear swim hats, regardless of gender identity or hair length. Children must wear either costumes (not bikinis) or lycra swim shorts or trunks. Children will not be able to swim if they wear earrings.

Children who forget their kit will have a letter sent home stating which items they did not have. Spare kit is located in the coordinator's classroom and if a child does not have kit they must get some. Children must not miss a P.E. lesson due to not having kit.

Children should only miss PE lessons on health grounds if this is requested by their parents by direct contact with the school. However children must still be actively involved in the lesson e.g. pointing out good practice, filming children taking part as assessment, refereeing or setting up equipment.

Long hair must be tied back at all times. All jewellery and watches must be removed before the lesson.

Equal Opportunities

All children should be provided with equal opportunities to participate in a curriculum in which there are no barriers to access. P.E. lessons should aim to provide quality experiences that challenge all children.

Special Educational Needs

Provision will be made for children with special educational needs where their need affects their performance in P.E. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders. It is important to concentrate on children's abilities and needs, not on their disabilities and handicaps. This emphasis aims to improve their movement skills and helps to change feelings of disaffection, under-achievement and low self-esteem. Everything should be done to avoid highlighting the disabilities of any particular child.

In some cases it may not be practical to provide sufficient physical activities within the school for a child with severe disabilities and the SENCO or P.E. coordinator should contact appropriate agencies to make additional arrangements for these pupils.

Extra-curricular Activities

There is a healthy tradition in our school for after school activities. These include:

- Football
- Girls Football
- Tag-rugby
- Bee Netball
- Cricket
- Basketball
- Dance
- Athletics
- Rounders
- Inclusion problem solving
- Cross country
- Handball
- Dodgeball

These activities provide opportunities for more advanced coaching and competition with children from other schools and larger scale team games.

We have links with sporting bodies and clubs e.g. Rossendale Shotokan Karate Club, Rochdale AFC, Whitworth Tourism and Leisure Committee and Whitworth Sports Festival, where children's enthusiasm is channelled into positive experiences outside school. These links should be maintained wherever possible as this is a valuable part of the life of our school and a useful supplement to the National Curriculum. Pupils with sporting ability are encouraged to take part in extra-curricular activities, although these are voluntary and no child would be forced into participating. Children who do not participate in much extra-curricular activity are also encouraged to do so.

Assessment, Recording and Reporting

Each child leaving a year group is given an overall level in P.E. according to the 2014 Curriculum and the Lancashire PE Progression Document. Children are also assessed at the end of each term to monitor progress. Children in KS1 are also assessed against the fundamental movement skills when entering KS1 and at the end. The guidelines are specified in the KLIPS guidance for teachers and all teachers have been given a progression document for years reception to 6. The final level will appear on a child's end of year report. The end of year report will also form the formative report of a child's progress, effort and attainment in this subject. The subject will be monitored and evaluated by the coordinator as outlined in the school's development plan for monitoring and assessment. These levels define what a pupil should be able to understand, know and do at any particular point in time. Lancashire schemes set out clear expectations for each unit.

Planning

Planning is provided through the Lancashire Schemes of Work which is accessed through the PE Passport App. Teachers must annotate plans to show clear differentiation (using STEP principles).

Staff Development and training

Opportunities should be taken for the PE Coordinator to attend courses in order to keep up to date with the PE curriculum and to feedback to teachers to ensure all deliver high quality lessons. They should also draw their attention to any new safety guidelines published. Training is always available to the staff here to ensure that standards of delivery are high. Staff at Tonacliffe have the opportunity to regularly attend courses offered by the county and by Rossendale School Sports Partnership.

Role of the P.E. Coordinator

The role of the P.E. Coordinator involves:

- Producing a flexible scheme of work / long term plans.
- Supporting colleagues in all aspects of the curriculum.
- Monitoring of implementation of the curriculum and of the impact through data assessment.
- Maintaining and replacing equipment.
- Ensuring areas for lessons are safe.
- Attending meetings and courses which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensuring that pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents.
- Ensure standards remain high in each year group through effective monitoring of the subject.
- Work with the business manager to manage the Sports Premium Budget.
- Write the Sports Premium Action Plan to show how Sports Premium money is being used to enhance and sustain high quality physical activity and education.
- Organise after school sports clubs, including registering and monitoring of attendance.
- Organise both intra and inter competitions.