


# RISE PARK PRIMARY AND NURSERY SCHOOL



## PE Policy

May 2019

Signed by Chair of Committee	
Print Name	J E Kirby
Date	26.6.19
Date of review	June 2021

Danny to review as well.





# Rise Park Primary and Nursery School

## Physical Education and School Sport Policy

Contents.	Page
1.1 Introduction	2
1.2 School ethos/Mission Statement	2
1.3 Aims	3
1.4 Staffing and roles	4
1.5 Entitlement	5
1.6 Curriculum content	5
1.7 Inclusion/equal opportunities	7
1.8 Differentiation	8
1.9 Participation	
1.10 Continuity and progression	8
1.11 Teaching and learning	9
1.12 PE across the curriculum	9
1.13 Assessment and Recording	9
1.14 Monitoring and Evaluation	10
1.15 OSHL	10
1.16 Adults other than teachers	11
1.17 Health and Safety	11
1.18 Equipment and Resources	11
1.19 Policy review date	12



## 1.1 Introduction.

This policy defines the meaning of P.E. and School Sport (PESS) within the context of Rise Park Primary and Nursery School and clearly sets out the aims and objectives of the PESS programme and how it will contribute to the overall development of the children at this school. The policy also provides the foundation for future decision making in terms of the planning and development of high quality PESS as it reflects both the whole school development plan and the School Sport Partnership development plan. This policy document aims to reflect the philosophy of our school in relation to the teaching and learning of high quality P.E.S.S through our steps to success ethos. It provides a basic framework through which all staff, teaching and non-teaching, can approach P.E.S.S. and gives guidance in areas such as curriculum content, planning and evaluating and Health and Safety.

This policy is to be used in conjunction with the schemes of work for P.E. and identifies the areas of the curriculum that will be covered and by which year group. It is intended that this policy in conjunction with the Health and Safety Policy and the schemes of work and advisory documents in the areas of Dance, Gym, Games, Swimming, Athletics and Outdoor and Adventurous Activities, will form the basis for the teaching of P.E. in Rise Park Primary and Nursery School. Working in consultation with the whole staff this document has been compiled by the P.E. Co-ordinator and therefore has established a shared sense of purpose and a collaborative approach to providing high quality P.E.S.S.

## 1.2 Mission statement.

Physical education is an essential part of all children's social and physical development. As a school we are committed to providing all the children with the opportunity to discover and develop their individual level of physical ability and motor skill. Through gym and dance we will create an exploratory environment where the children's control and aesthetic understanding will be extended, being able to interpret different emotions and messages to music. Through the delivery of the curriculum we hope to develop positive attitudes to physical activity and encourage the children to adopt an active and healthy lifestyle. The school will further offer opportunity for social and emotional development by structuring activities where the children can plan and lead activities, work with others and make judgements about their own and others' performances and actions. Through P.E., the children of Rise Park Primary and Nursery School will be made aware of their own and others strengths and weaknesses and will





develop an appreciation of and an empathy for others' abilities and differences. This mission statement will be met through the provision of a broad, well-balanced curriculum covering the six areas of the National curriculum where teaching and learning will focus on the development of the four strands:

- Acquire and develop skills
- Select and apply skills, tactics and compositional ideas
- Evaluate and improve performance
- Gain knowledge and understanding of fitness and health

### 1.3 Aims

P.E. is a subject within the current National Curriculum programme and as such teaching should reflect these orders with the aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years.

Our aims are for all children to:

- Gain a wide experience of all six physical activities in the National Curriculum
- Be physically active and find enjoyment in physical activity
- Find a lasting sense of purpose, achievement and fulfilment in physical activity
- Develop physical skills, habits and interests that will promote a healthy lifestyle and good posture
- Develop positive attitudes to physical endeavour including fair play, perseverance and sporting behaviour, and an ability to cope with success and failure
- Learn how to co-operate with each other and work successfully in pairs, groups and teams. Also to show appreciation for their own and others' strengths and weaknesses
- Learn how physical exercise affects the body
- Understand the needs for safe practice in physical activities and how to achieve this
- Have ample opportunity to be creative within the aesthetic aspect of the subject
- Be able to swim proficiently and to understand the basic survival and life saving skills
- Be given sufficient opportunity to begin coping in an outdoor environment and to stimulate an eagerness to find out about it.
- To be given the opportunity and support to develop leadership skills.





## 1.4 The Role of the PLT/PE Coordinator:

- To be responsible for the planning and development of the curriculum in PE in the school
- To co-ordinate the teaching programme throughout the school
- To ensure progression and continuity from foundation stage through to the end of key stage 2
- To support and assist colleagues in lesson planning and teaching methods
- To disseminate good practice, materials and training resources and make other staff aware of relevant CPD opportunities.

Staff CPD: 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. Staff should be asked at the beginning of each academic year to indicate where they feel they need support so that appropriate INSET can be identified as soon as possible. All staff who attend any CPD course should provide feedback/ disseminate the information.

Teaching assistants and parent helpers are used in P.E. under direct supervision of the teacher in charge to assist:

- In accompanying children to the swimming baths
- In supporting the teacher during lessons and OSHL opportunities
- In sports activities by accompanying teams to matches /sports festivals

Specialist sports Coaches are used in line with the LEA guidelines (see appendix A)

## 1.5 Entitlement

In response to the Government's PSA target regarding PE all children receive two hours of PE within the curriculum. In addition each child receives a minimum of 10 minutes daily physical activity (DPA). Additional opportunities for high quality PESS are provided by the OSHL programme. See Appendix B and C: curriculum map and the OSHL programme timetable.

P.E. is time-tabled so that both indoor and outdoor facilities are available to each year group. P.E. is taught throughout the school year, but not all areas of activity (AoA) are covered each term and in each year group. P.E. is taught in mixed ability groups, however grouping by ability is done where required to enable all children to progress at their own level.

Within this framework each class:



- Spends two lessons per week on P.E., covering key skills, games, gymnastics, dance, athletics and swimming
- Children of Year 3 have a weekly swimming lesson for one term per year
- Children from Year 6 attend an outdoor and adventurous activities residential week

Lessons follow the format of:

- Warm up
- Introductory activity
- Skill development
- Game situation/performance/refinement
- Cool down



## 1.6 Curriculum content.

PE is a foundation subject in the National Curriculum. Our school uses the Real PE scheme of work as the basis for its curriculum planning in PE and we have adapted the scheme to the circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach compulsory dance, games and gymnastics, swimming and water safety, and athletics. .

The planning and delivery of each unit of work will ensure that each pupil will have the opportunity to:

- acquire and develop new skills
- select and apply appropriate skills, tactics and compositional ideas
- evaluate their own and others' performance in order to improve
- gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy
- experience a range of roles - performer/coach/official/leader
- Planning will provide opportunities to link with other areas of the curriculum e.g. ICT, literacy, numeracy, PSHE and SMSC

**Dance** is taught to all year groups as a half term or termly period activity. Pupils are taught to:

- Create and perform dances using a range of movement patterns, including those from different times, places and cultures.
- Respond to a range of stimuli and accompaniments
- In Key Stage 1, children focus on mastering basic movements, as well as developing balance, agility and co-ordination, and begin to apply these to perform dances using simple movement patterns.
- In Key Stage 2 children perform dances using a range of movement patterns and compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Gymnastics** is taught to all year groups as a half term or termly period activity.

Pupils are taught to:

- Create and perform fluent sequences on the floor and using apparatus
- Include variations in level, speed and direction in their sequences
- In Key Stage 1, children master basic movements, developing balance, agility and co-ordination, and begin to apply these in a range of gymnastic activities.
- In Key Stage 2, children develop flexibility, strength, technique, control and balance.





**Games** are taught to all year groups as a half term or termly period activity. Pupils are taught to:

- Play and make up small sided and modified competitive net, striking/fielding and invasion games
- Use skills and tactics and apply basic principles suitable for attacking and defending
- Work with others to organise and keep the games going
- In Key Stage 1, children participate in team games, developing simple tactics for attacking and defending
- In Key Stage 2, children play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

**Swimming** is taught to Year 3 for one term each year. QCA schemes of work are linked with TOP Swim and the STA swimming awards. Pupils are taught to:

- Pace themselves in floating and swimming challenges related to speed, distance and personal survival
- Swim unaided for a sustained period of time over a distance of at least 25m
- Use recognised arm and leg actions, lying on their front and back
- Use a range of recognised strokes and personal survival skills

**Athletics** is taught to all year groups as a half term or termly period activity. QCA schemes of work are linked with Elevating Athletics and TOP Athletics.

Pupils are taught to:

- Take part in design challenges *and* competitions that call for precision, speed, power or stamina
- Use running, jumping and throwing skills both singly and in combination
- Develop flexibility, strength, technique, control and balance
- Pace themselves in these challenges and competitions

**Outdoor and Adventurous Activities** is linked to Geography, History, Numeracy and PSHE and is conducted through residential visits and festivals for years 3,4,5,6 when the opportunity arises. Year 6 children complete a five-day residential visit. Pupils are taught to :

- Take part in outdoor activity challenges, including following trails in familiar, unfamiliar and changing environments
- Use a range of orienteering and problem solving skills
- Work with others to meet the challenges