



Physical Education

Physical activity contributes to the development of pupil's 'physically literacy and provides them with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.'

Our Intent

- At Brimpton Cof E primary we aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community.
- We aim to foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.
- We aim to promote our Christian values through sports and positively encourage children to share, respect, support, trust and work together.

A Brimpton Sports Person.....

- ❖ Acquires and develops skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
- ❖ Understands the importance of Physical Education in respect of a healthy lifestyle. (Knowledge and understanding of fitness and health).
- ❖ Develops positive attitudes towards participation in physical activity
- ❖ Becomes aware and conforms to the principles of fair play, demonstrating good sportsmanship.
- ❖ Actively participates in a wide range of activities with confidence, developing self-esteem through achievement
- ❖ Notices links between Physical Education and other aspects of the curriculum
- ❖ Solves problems and finds alternative solutions to physical challenges on his/her own and with others.

Rationale and Ethos:

We have identified the key factors why Physical Education and activity forms an important part of our planning and provision. These include the importance of:

- Regular exercise on positive behaviour and concentration levels.
- Learning within physical activity which can be key in the development of agility, balance and coordination.
- Experiencing leadership, teamwork, listening and communication tasks.
- Enabling all children to take part in physical activity regardless of race, culture, physical and learning disabilities.

- Provide opportunities to challenge and support children who are talented in particular areas of PE.

This policy 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 through impacting on attendance, behavior and pupil attainment.

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. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities.

Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Aims of PE

- Provide learning situations in which all pupils will be able to develop their physical ability to the full
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
- Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance
- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle. (Knowledge and understanding of fitness and health).
- Develop positive attitudes towards participation in physical activity
- Provide a safe learning environment for physical activity and an understanding of the need for safety
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour.
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement
- Promote equal opportunities for all and value the contribution of other irrespective of gender, ability, social/cultural background
- To develop links between Physical Education and other aspects of the curriculum
- Solve problems and find alternative solutions to physical challenges on their own and with others
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as members of a team
- Understand how (and be able) to persevere, succeed and acknowledge others' success
- Take initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities

- Make informed decisions about the importance (and value) of exercise in their lives
- Be given a firm foundation for life-long participation in sporting activity

Outcomes

The intended outcomes that we deem to be desirable from the PE programme include:

Skill acquisition

Skill application

Movement appreciation

Movement observation memory Knowledge Understanding

Health/fitness principle

Awareness of safety

Competition

Rules how to officiate

Leadership

Challenges

Enjoyment

Creativity

Problem solving

Self-control

Tolerance

Respect

Honesty

Self esteem

Responsibility

Sense of achievement/well being

Communication skills

Language terminology

Recreation in society

Entitlement and Progression

In **EYFS** the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development
- The specific areas of learning are:
 - literacy
 - mathematics
 - understanding the world
 - expressive arts and design Teaching is often done through play, where the child learns about subjects and other people through games.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in

competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, 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 tactics for attacking and defending
- perform dances using simple movement patterns

In Key Stage 2 pupils should continue to implement 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, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, 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.

Curriculum Planning and Organisation

Real PE

At Brimpton School we follow a scheme of planned lessons called Real PE created by a company called Create Development to deliver PE across the whole school. We decided to take the Real PE route as it is a unique, child-centred approach that transforms how PE is taught to engage and challenge EVERY child.

What does real PE do?

It provides fun and simple to follow Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 that helps deliver outstanding PE. It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE.

What makes real PE unique?

Real PE is, first and foremost, a philosophy and approach which aims to transform how we teach PE in order to include, challenge and support EVERY child.

- Each class is timetabled so that they can access the hall at least twice a week regularly.
- The playground areas and field are used to facilitate activities such as outdoor activities and games.
- Teaching staff deliver high quality PE activities/lessons for 1.5-2 hours per week.
- Swimming lessons are provided by qualified teachers from Northcroft swimming pool.
- Coaches from local sport clubs (e.g. Badminton/ Cricket) are invited to provide additional opportunities for extending the PE curriculum.

- After school sessions include a Football club run twice a week weekly for KS1 and KS2 children and a sports club run once a week for either KS1 or KS2 with a different focus each half-term.
- Through the West Berkshire Sports Network and Park House partnership school link, as well as the Small School Federation, the children are all given regular opportunities to participate in after school competitive sporting activities. School staffs accompany the teams to these events.

Furthermore, Park House provides opportunities for children to access a wider range of sporting activities utilising their school facilities or other community.

Contribution of PE to teaching in other curriculum areas

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.

ICT

Children use capturing and recording equipment (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.

Problem Solving

Through an open-ended approach in OAA and team games, pupils will develop their ability to find ways of answering questions.

Christian Values

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

Healthy Eating

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.

Inclusion

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.

- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.

Assessment & Recording

- Assessment is usually carried out by teachers in the course of the normal class activity.
- This is done mainly through observations and sometimes through discussion with children.
- A photographic/video record is sometimes used to document some of their work.
- Physical development levels and progress are recorded by the EYFS teachers for each child.
- Levels of attainment are recorded on skills grids for KS1 and KS2 pupils.
- Physical Education / physical development is included as part of the end of year reports to parents.

Sports Day

Sports Day is organised and designed by the PE Subject Leader and Year 6 pupils for the participation of all KS1 and KS2 pupils

Health & Safety

- All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:
- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (E.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc.).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.

- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.

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 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.
- Annual safety equipment check by a recognised maintenance contractor which at present is carried out by Sport Safe
- Equipment to be checked at the beginning and end of use.
- All unsafe, damaged or lost equipment to be reported to the PE Subject Leader.
- A knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place.
- Risk Assessments are carried out by the PE Subject Leader for each area of PE.
- Our Procedure in the event of an accident is as follows:
 - Remove child from further injury/danger. Isolate and stop the class if serious.
 - Administer first aid as appropriate. If the injury is minor, send the child to a first aider alongside a responsible child who can act as a helper.
 - If serious send for a first aider for immediate attention. The first aider will assess the situation and call for further help if required.
 - Complete accident report, this can be found in the staff room.
 - At all times inform the member of staff who is in charge of Health and Safety.

School Sports Premium

- The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

Monitoring & Review

- 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.

