



Physical Education Policy

Rationale

Physical education is a statutory requirement of the National Curriculum and an essential contributor of the whole child. Physical education not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups. Pupils learn to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn to reflect on performance, plan, perform and evaluate

We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged.

At Brockwell Junior School, each class will receive a minimum of 2 hours of physical activity per week. These lessons are based around the requirements of the National curriculum:

KS2

- 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 succeed in different activities and sports and learn how to evaluate and recognise their own success.

Objectives

- Provide a broad and balanced curriculum that meets the requirements of the national Curriculum.
- Ensure pupils understand that physical activity is an important part of a healthy, active lifestyle.

- Provide an environment in which pupils enjoy and are committed to PE and sport making physical activity a central part of their lives both in and out of school.
- Allow pupils the opportunity to take part in a range of creative, competitive and challenge-like activities, both as individuals and as part of a team.
- Develop programmes that meet the needs of all children - inclusion of Special Education Needs and physical disabilities.
- Develop competence and control in the fine and gross motor control skills that pupils need in order to succeed in PE and sport.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Develop pupils' stamina, fitness, suppleness, strength and the mental capacity (determination and resilience) to keep going.
- Ensure that pupils know what they are trying to achieve and how to achieve it.
- Give pupils the opportunity to demonstrate their knowledge, understanding and competence.
- Challenge pupils to select and use skills, tactics and compositional ideas.
- Provide opportunities for pupils to make decisions, express and communicate ideas, solve problems and overcome challenges.
- Establish good habits and awareness of personal hygiene, including children wearing PE kit for lessons.
- Provide an out of school hours' programme of activities which enables pupils to extend and enrich their curriculum provision.
- Establish community links and pathways for pupils to encourage life- long participation.
- Provide links to other areas of the curriculum and wider school, county and national agendas.

The PE Curriculum.

All pupils at Brockwell Junior School receive a progressive and comprehensive PE programme which embraces the Statutory elements of the National Curriculum.

Units of work.

Pupils have access to all components of the National Curriculum Programmes of Study: including dance, gymnastics, games, swimming and athletics.

Each unit of work will ensure that pupils develop

The doing physical being (hands):

- ✓Physically competent
- ✓Growth and development
- ✓Physically Active
- ✓Competitive

The social & emotional physical being (heart):

- ✓Involvement and engagement
- ✓Attitude
- ✓Character, values
- ✓Healthy active lifestyle

The thinking physical being (head):

- ✓Decision maker
- ✓Analytical - deep understanding
- ✓Confident

Lessons

- Teachers support their lesson delivery with guidance from various schemes, including: Val Sabin, TOPS and Rising Stars.
- Swimming lessons are planned and taught by ASA qualified instructors.
- Lessons will incorporate the STEPS model, therefore including and challenging pupils of all abilities.
- All lessons will include a warm up and cool down.
- During lessons children will engage in vigorous, sustained physical activity.
- Children will participate in small games to encourage maximum involvement.
- Within lessons, a wide range of equipment and resources, including technology, is used by pupils and teachers to enhance performance.

Competition within School

- All children will experience competitive sport within the annual School Sports Day.
- Competitions may also take place during P.E sessions, both within the class or across the year group.
- The school supports Sports Relief so the children can experience the participation of sport to aid others. Children can choose whether to participate competitively or for fun.

Further points to consider.

- Teachers to insist on correct and safe kit.
- Use both teacher and pupils for demonstrations.
- Select a mixture of competitive and non-competitive activities.
- Encourage fair play and honest competition.
- Question children regularly.
- Encourage independence by ensuring that pupils develop their own ideas.

How PE teaching is monitored.

The subject leaders will observe a set number of lessons (agreed with the Senior Leadership Team) per academic year. The criteria used for observations will be shared with all staff.

Staff PE meetings will allow the results of current unit plans to be shared. Within these meetings underachieving pupils will be identified and allocated additional support (Change4life). Talented children will also be discussed and signposted to community sporting opportunities.

Pupil voice questionnaires will be allocated every year and the results will be used to develop the PE curriculum further.

Leading Sports Practitioners observe a proportion of teaching following a period of development.

Recording and Assessment

Each new unit of work will begin with a baseline core skill task. This will be recorded using IPADS. Teachers will use Assessment For Learning to ensure that the lessons, following the baseline task, are directed by the identified needs of their class or groups within the class (including challenges for the most able and support for the less able). All teachers will reassess children at the end of each unit, using the same baseline tasks. The acquisition of new skills and knowledge (in line with the unit plan key HEAD, HEART, HANDS objectives) should be apparent. Teachers are to use their unit plans as working documents and make relevant assessment notes on them for the PE co-ordinators to evaluate.

All children will be assessed at the end of Year 6 in line with the National Curriculum key attainment targets.

Sainsburys School Games Mark and Competitions

The School Games Mark is a Government led award scheme that rewards schools for their commitment to competitive sports. At Brockwell, we continually strive to provide the highest quality P.E opportunities for the children and have this recognised officially. In 2016 we aim to achieve the Gold Mark and our aim is to maintain this excellent level over the coming years. Our success in sport is measured using the following criteria:

- Provide all students with 2 hours of curriculum P.E
- Engage 50% of students in extra-curricular P.E
- Offer talented young sports people specific support to help them to develop their sporting potential.
- To provide opportunities for boys and girls to take part in the appropriate level of competition.
- To provide opportunities through inter-school competitions for both boys and girls to take part in B and C team standard competition.
- Promote the school sports to parents and the community. Can be via social media.
- Every young person is given the opportunity to 'learn to lead' through the curriculum P.E.

- Engage at least 15% of students in leading, managing and officiating school sport. (Mini-leaders, Change for Life Leaders and Young Ambassadors)
- Train wider school staff to support school sport.
- Have active links with at least 6 local clubs.

How does Brockwell meet this criteria?

- In addition to high quality curriculum PE, we aim to offer as many children as possible the opportunity to compete in external tournaments (by entering the maximum number of teams allowed). Please see 'Clubs and Tournaments' information on the website.
- Out-of-school-hours clubs are fully inclusive, regardless of ability or gender. Where appropriate, clubs may be restricted to year groups. Children are invited to join a club by an announcement in assembly. Children are responsible for collecting a permission letter. Children are not individually selected although some students may need to be encouraged by staff (disadvantaged or shy children for example).
- Out-of-school-hours clubs follow the skills/training/coaching in line with the Chesterfield School Sports Partnership sporting events diary.
- In the majority of cases, children chosen to represent the school at a competition will be selected from the club. Children who have demonstrated the appropriate abilities, dedication and commitment to the expected competition level will be selected. At times, this may not be possible, as sometimes the children are invited to take part in an event at short notice or the teachers are unable to provide a club for that sport. For instance, swimming and tennis. In these instances children volunteer for the event and teachers will use the School Sports Criteria and their discretion to select the children to best represent the school. If a child selected has additional needs support will be provided to enable them to participate.
- Final team selection, for competition level, will be based on talent, with the 'A' team consisting of children who are considered to be the most talented in that particular sport. Teams 'B', 'C' etc. will be selected for competition on a sliding scale of ability, but are still able to meet the standards expected for that competition, for example, children can bowl

overarm for cricket and catch a hardball. For the swimming tournament, children can swim a full length with the recognised stroke.

- Throughout the club and the competitive tournaments children are encouraged to abide by the 'Spirit of the Games'. The Spirit of the Games focus' on personal excellence through participation and competition.

The six Spirit of the Games values are:



Honesty

Honesty with others and with yourself. Have the courage to do the right thing. Be truthful and promote fairness in every situation.



Teamwork

Treat everyone equally, support each other and work together to have fun and achieve. Celebrate each other's success. Be a good friend and a positive team player in school, sport and life.



Respect

Treating others politely and with understanding. Accepting life's 'ups and downs' with grace. Respect every day, in everything you do and for everyone around you.



Self-belief

You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best.



Passion

Giving it 100%, putting your heart and soul into whatever you are doing and never giving up. Care about what you do and the people around you, and approach each opportunity with enthusiasm and positivity.



Determination

Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and the self discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back!

- Teachers appreciate that participation is as important as success and, where possible, will take as many teams to each competitive tournament as can be accepted, club numbers allow or the logistics allow.
- Children volunteer to become young sports leaders and attend training sessions. They are then supported throughout the year by the P.E coordinators.
- Teaching assistants and trainee teachers are being trained in a variety of sports to allow them to take effective ownership of clubs, team management and P.E sessions.

Health and Safety

- Children to wear PE kit for all lessons, including suitable footwear.
- Teachers should wear appropriate clothing.
- Jewellery should be removed.
- Longer hair needs to be tied back.
- Children not going swimming through injury or illness should stay at school with another class.
- Children not participating in PE lessons should remain involved in the PE lesson.
- Accidents should be dealt with promptly and appropriately and all head injuries should be reported to the office.
- Children with known medical conditions such as asthma or diabetes are expected to participate safely and as fully as possible (inhalers should be at hand).
- All units of work, including swimming are risk assessed and teachers are expected to acknowledge that they have read and understood these documents, prior to beginning a unit of work.
- The hall (including apparatus) will be safely checked annually by a specialist company.

Equipment and Resources.

Small equipment is checked regularly by the subject leaders to ensure that it is safe to use. Children are aware of the safe handling of PE equipment and are taught safe methods of carrying and moving gymnastics apparatus.

Locating Equipment

Gymnastics equipment for all classes is kept in the hall. Core games equipment is kept in the outdoor store. The outdoor store is locked and teachers need to use the key found in the school office. Children are not allowed to access the outdoor PE store,

Ordering Equipment

Any new equipment required can be ordered through the PE co-ordinators. The PE and sports grant has meant that the school has already invested in new equipment to be used during PE lessons.

Links with other Agencies

- Participating in local sports leagues.
- Participation in intra schools competitions.
- Chesterfield Schools Sport Partnership.
- Chesterfield Swimming Club
- Chesterfield Athletics Club
- Chesterfield Golf Club
- Barbarian's Cricket Club
- Panther's Rugby Club.

Staff Training

- The PE co-ordinators will have access to specific training and support to develop their role.
- All staff will be encouraged to attend courses and review resources alongside the co-ordinators.
- The PE co-ordinators will direct CPD opportunities to staff, where needed.
- Where coaches are used to develop staff and share their expertise, staff are expected to repeat each lesson taught to ensure maximum impact and development. Coaches will evaluate teachers using relevant OFSTED led criteria decided by the PE co-ordinators.

Contribution of PE to teaching in other curriculum areas.

- English - speaking and listening skills. Following instructions. Learn from others.
- PSHCE - children are taught the benefits of exercise, healthy eating and how to make informed choices about their lifestyle. In PE children are expected to work cooperatively and to learn to respect the views and abilities of others.

- Maths - children learn to apply their maths skills when counting, measuring and timing. They are also encouraged to use mathematical terminology for shapes, space and position.
- Links to other curriculum areas are made when meaningful.

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Co-ordinators: J.Cooper and J.Lenthall