

# Weobley Primary School

## Physical Education Policy



***“We try our best.”***





# Primary School PE Policy

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At Weobley we believe that PE, when experienced in a safe, supportive environment, makes a vital contribution to a child’s physical and emotional health, development and well-being. Progressive learning objectives combine with flexible, varied styles of teaching will provide appropriate stimulating and challenging situations for all pupils. We also believe in the importance for applying these skills to a sport. Consequently, as a school, we take part in an array of sporting events across the county, have a large number of children willing to participate in sporting events and clubs and have got specialised coaches in to support staff and children.

## **Role of the PE Coordinator:**

- \*To take lead in policy development and ensure schemes of work provide progression and continuity throughout the school.
- \* To support colleagues in their development of units of work and ensure that they are effective in the delivery of the schemes of work.
- \* To take responsibility of the purchase and organisation of the central resources for PE.
- \* To keep up to date with developments in PE and disseminate information to colleagues as appropriate.

## **Role of Staff:**

Physical Education (P.E) will be taught by class teachers, although some flexibility to allow for specialist coaching is possible.

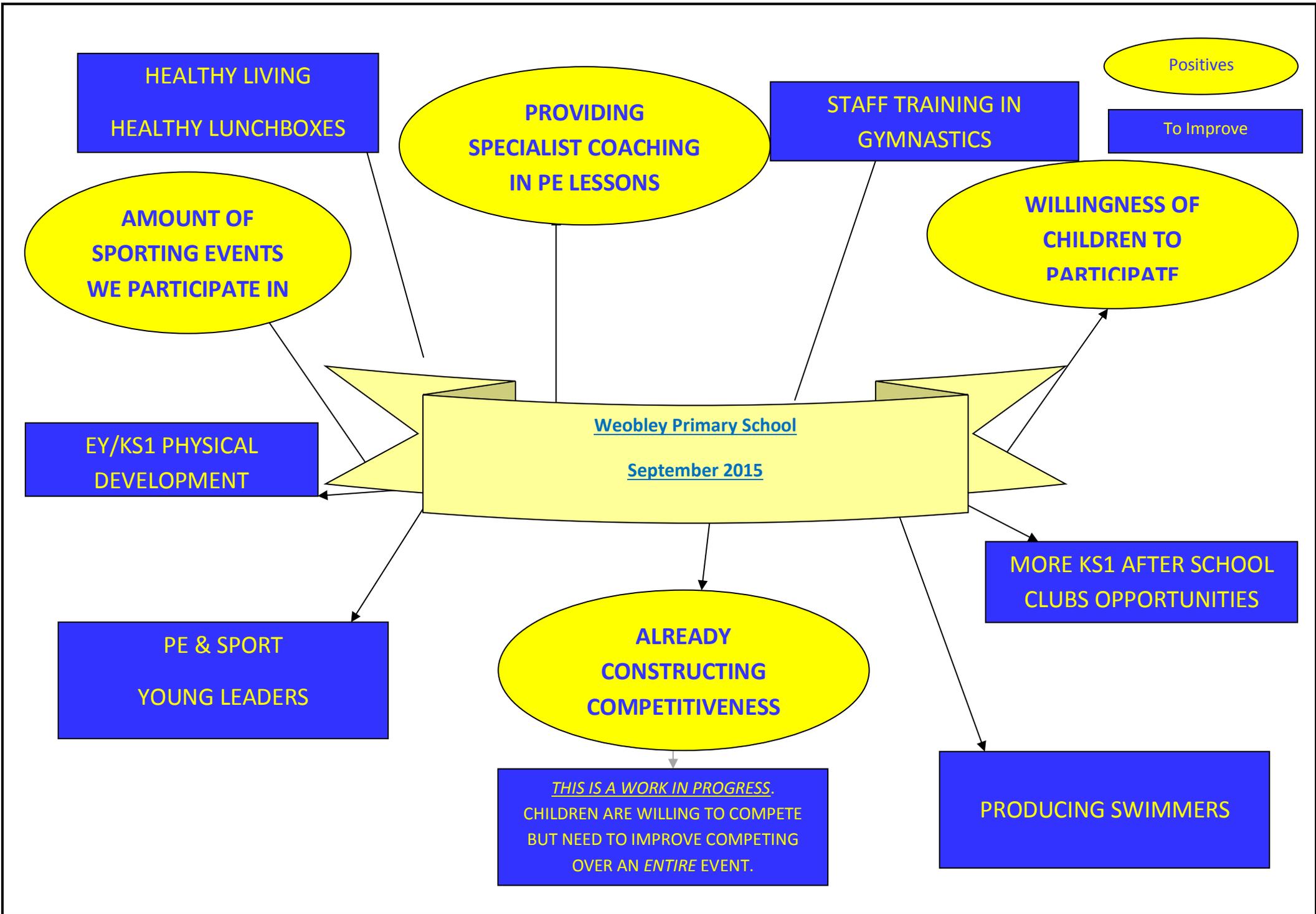
Excellence in Physical Education will be measured by pupil performance including:

- a) Attitudes and approaches to the subject overall
- b) Quality of performance
- c) Individual skill levels
- d) Understanding of health and safety implications
- e) Ability to invent, create, evaluate and refine performance

Feedback to pupils about their own progress in Physical Education is achieved through discussion and evaluation of performance. Effective discussion will encourage refinement and not find fault, and comments should be positive and constructive. Pupils should be encouraged to evaluate their own performance through the use of a video camera, and each others performances through observations.

## **Assessment**

Our P.E. Records and assessment will be a natural part of the class teacher’s observations of the child’s development within P.E., significant achievements or areas for development will be recorded and it will be reflected in the end of year reports.



## Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.

## Key Stage 2

Pupils should continue to apply 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, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and 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.
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## Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively such as front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.

WPS PE Timetable	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
EY	BALL SKILLS	CIRCUITS	GYMNASTICS		MULTI-SKILLS	ATHLETICS [Coincide with Sports Day]
	DANCE	BALL SKILLS	SKIPPING (Heart Start)	JUNGLE JOURNEY	TENNIS	YOGA
Y1	CIRCUITS	MULTI-SKILLS Coaching with C2S?	SKIPPING (Heart Start)	GYMNASTICS	ORIENTEERING	ATHLETICS [Coincide with Sports Day]
	YOGA	DANCE	MULTI-SKILLS Coaching with C2S?	WHS – Hall Use	CORE TASK CARD	TENNIS
Y2	CIRCUITS	MULTI-SKILLS Coaching with C2S?	SKIPPING (Heart Start)	GYMNASTICS	DANCE	ATHLETICS [Coincide with Sports Day]
	YOGA	DANCE	MULTI-SKILLS Coaching with C2S?	Core Task Card	ORIENTEERING	WHS - Hall Use INDOOR TENNIS
Y3	NETBALL	WHS – Hall Use CIRCUITS	TAG-RUGBY	CRICKET (Coaching)	Cricket (Coaching)	ATHLETICS [Coincide with Sports Day]
	WHS – Badminton	DANCE	SKIPPING (Heart Start)	GYMNASTICS	SWIMMING	
Y4	NETBALL	CIRCUITS	TAG-RUGBY	CRICKET (Coaching)	CRICKET (Coaching)	ATHLETICS [Coincide with Sports Day]
	WHS – Badminton	DANCE	SKIPPING (Heart Start)	GYMNASTICS	SWIMMING	
Y5	TAG – RUGBY (Coaching)	CIRCUITS	SKIPPING (Heart Start)	NETBALL	CRICKET	ATHLETICS [Coincide with Sports Day]
	DANCE	GYMNASTICS	SWIMMING		CORE TASK CARD	ROUNDERS
Y6	TAG – RUGBY (Coaching)	CIRCUITS	NETBALL	DANCE	TENNIS	ATHLETICS [Coincide with Sports Day]
	SWIMMING		SKIPPING (Heart Start)	CORE TASK CARD	WHS - Hall Use GYMNASTICS	ROUNDERS

### **PE Units:**

- PE planning should be incredibly fluid and flexible with extra/less time spent on specific skills dependent on the general needs of the class. Progression of skills and learning being the most important thing.
- The start of any PE unit of work needs to see the sport stripped right back to its core skills (Throwing and catching for netball or tag-rugby, controlling a ball for football or hockey etc.) for the first couple of lessons so that staff can gauge a clear understanding of their class' general level of ability and progress from there, 'bolting-on' the sport-specific elements to these core skills as the unit progresses.
- Ensure that between 1 and 2 (Depending on the length of the unit) lessons of the module are based around the children playing the sport itself with a chance to play a second time. This opportunity to play on at least two separate occasions, not immediately after one another, will provide the children with an opportunity to assess their learning and make personal and group judgements on where to improve next time.

KS2 performance based units of PE must provide children with opportunities to record and review how they have done with an aim to improving this in future lessons. In athletics this would be the recording of personal best times or distances to beat and in gymnastics or dance it would be having performances recorded and watched back with peer assessment on how to improve

### **Out of school hours learning - Offering Routes Into Sports Clubs Outside Of School:**

We are lucky to have a number of pupils who are genuinely enthused at trying new activities or taking part in the more traditional sports. This enthusiasm needs to be harnessed and coupled with the legacy of London 2012 to 'inspire a generation'. At the end of each PE topic, every child *must* be provided with information on their nearest clubs for that sport and contact information. This will be beneficial for both the children who can take what they have learnt in school to their home life and also for the local clubs who are always looking out for new members.

### **Safe Practice**

The document 'AFPE' has all of the up to date safety procedures, which can be accessed via Mrs Hailey. Our basic safety requirements are set out below and must be strictly adhered to.

### **Equipment**

- ☞ Check all apparatus for safety and withdraw immediately, any showing signs of defects.
- ☞ Ensure that floor is clean and free of dust or slippery surfaces.
- ☞ Ensure that all potentially dangerous objects are pushed away.
- ☞ Ensure that there is sufficient space to safely undertake the proposed activity.
- ☞ Ensure that there is adequate light and ventilation.
- ☞ Ensure no mats are placed underneath the climbing frame.

### **Clothing**

- ★ Shoes are to be taken with children into the hall for indoor PE and placed against the wall. In the event of a fire these can be picked up on exit from the hall.
- ★ In the interest of safety, all staff should dress appropriately for P.E. sessions. (Bare feet/trainers, trousers/tracksuit,) footwear as a minimum should be changed.
- ★ Ensure that children have appropriate clothing for the activity (Indoor- shorts and T-shirt or leotard and bare feet. Outdoor- shorts, tracksuit, leggings, T-shirt, extra sweatshirt/jumper and a change of footwear is essential).
- ★ Swimming- boys -trunks and girls - one piece costume (long hair must be tied back or hats must be worn).
- ★ All jewelry should be removed.
- ★ Long hair must be tied up and back.
- ★ If children have forgotten their kit, they will use spare kit which will be washed and returned to school.  
If children forget kit more than twice consecutively, teachers will send a note home to parents. This will be recorded on class PE Kit register.

### **Non-participation**

If a child has a temporary injury, he/she should still accompany the class and be encouraged to participate in some way, if possible, e.g.- keeping score, recording ideas, observing/evaluating.

### **Discipline**

Pupils must work quietly in order to respond to instructions. Pupils should be taught to respond quickly to commands. They should be made aware of potential dangers in the gymnasium and the safe methods of moving equipment.

### **Medical Issues**

Staff should be made aware of any medical problems pertinent to the children in their care. Asthmatic and epileptic sufferers may require special consideration

### **Cross-Curricular Issues**

I.C.T - concept keyboard, video, digital camera, I pads to record sequences and the order of actions.

As we are following a creative curriculum, it is important to incorporate PE into your topic where ever possible.

### **Equal opportunities and inclusion**

At Weobley school we will provide equal opportunities for all our children. We will ensure that each individual has access to all aspects of the P.E. curriculum, and that every child is treated as an individual.

### **Equipment and resources Storage & Care of Equipment**

- Most of the equipment for games is stored in the outside P.E. store. A key is needed to access this store, which should be locked at the end of a lesson after equipment has been carefully replaced.
- Gymnastic equipment is stored in the walk in cupboard in the hall. All equipment should be returned to the correct stores and any missing or damaged equipment should be reported.
- Care should be taken to ensure that any large equipment is moved slowly and sensibly, with awareness for safety.
- The large apparatus should be checked annually for major repairs/alterations.
- Mats and large pieces of apparatus should be carried between two or four children (depending on age). All apparatus should be lifted carefully and carried at waist height. It should never be lifted over other equipment or children.
- The class teacher should check all apparatus before the children begin the lesson ( to check that bench hooks, etc. Are secure). The large wall frame should be pulled out/pulled in under the supervision of the teacher.
- The teacher should stand/move around where he/she can observe the whole area.

### **Facilities**

- Two tarmac areas
- One large field ( access to Weobley High School playing fields).
- Hall area
- Two P.E. Stores

### **Equipment**

Gym mats (large and small)  
Large Multi Apparatus Wall frame  
Benches  
Vaulting box  
3 nesting tables  
Large foam balls  
Small foam balls  
Air flow balls  
Rounders balls  
Footballs  
Leather football  
Netballs  
Rugby balls  
Tennis balls  
Cricket balls  
Bean bags  
Plastic bats  
Wooden bats  
Tennis racquets  
Rounders bats  
Cricket bats  
Uni-hoc sticks  
Relay batons  
Red braids  
Blue Braids  
Green braids  
Yellow braids  
Netball bibs  
Rugby shirts  
Small cones  
Large cones

Wire markers  
Flag markers  
Kwik Cricket set  
Mini javelin  
Skipping ropes  
Quoits  
Hoops  
Sacks  
Netball posts

### **Schemes of work and Additional Support Material**

These materials will be kept either on the bookcase in the library area, or in the PE Co-ordinator's cupboard. Please return all resources after use.

### **Gymnastics**

-  Val Sabin - 'Primary School Gymnastics' for KS1 and KS2
-  QCA documents
-  Blueprints - 'Physical Education in KS1'.
-  'The development of Gymnastic Skills' M. D. Trevor
-  'Inspirations for Physical Education' By C Burton & G Kent
-  Refer to gymnastic ideas provided in class PE folder.

### **Games**

-  QCA documents
-  Top Play activity cards (KS1 cards and equipment)
-  Top Sport activity cards (KS2 cards and equipment)
-  Blueprints - 'Physical Education in KS1'
-  'Howzat' cricket activity folder
-  'Time to Play' cricket book
-  'Coca Cola Netball Skills' folder
-  Lesson Plans for Starter Tennis' by The British Tennis Foundation
-  Hockey Association booklet
-  Six Stages to New Image Rugby (Tag rugby)
-  'Inspirations for Physical Education' By C Burton & G Kent
-  Refer to games ideas provided in class PE folder.

### **Dance**

-  Val Sabin - 'Primary School Dance' for KS1
-  Dance Matters
-  QCA documents
-  'Children Dancing' by Rosamund Shreeves

-  'Creative Dance'
-  Blueprints - 'Physical Education in KS1'
-  Feet First- Poems for dance by Brown & Melmouth
-  'Inspirations for Physical Education' By C Burton & G Kent
-  'Dancing Drums' by Barbara Lipscomb & VIDEO- Dancing Drums
-  Refer to dance ideas provided in class PE folder.

### **Swimming**

-  QCA documents
-  'School Swimming' by Hereford & Worcester County Council
-  'Inspirations for Physical Education' By C Burton & G Kent
-  Refer to swimming ideas provided in class PE folder.

### **Outdoor and Adventurous Activities**

-  QCA documents
-  'Inspirations for Physical Education' By C Burton & G Kent
-  Blueprints - 'Physical Education in KS1'
-  Orienteering in the National Curriculum by McNeill, Martland & Pal

### **Circuits**

-  'Sensory circuits'
-  Laminated circuits cards in wallet

### **Yoga**

-  Mini-Yo yoga cards
-  Yoga Pretzels – 50 fun yoga activities.
-  My Daddy is a Pretzel book.