



Over Hall Community School

Physical Education Policy

'I'd never have won my gold medal without first being interested in sport through P.E at school. It is obvious that school P.E is the only way we can ensure that all children learn the basics, so they can develop in their own way and their chosen activity later.'

Tessa Sanderson CBE - 3 time Commonwealth Gold Medalist

Equality and Diversity at Over Hall Community School.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

Over Hall Community School PE Rationale

To develop a love of physical activity and the associated skills, promote a healthy lifestyle and habits that is fully inclusive.

Statement of intent

Over Hall Community School aims to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. At the school, we offer pupils the opportunity to compete in sports and other activities, in order to help build character and reinforce values such as fairness and respect.

PE lessons are taught with the following aims in mind:

- Meet the requirements of the national curriculum
- Promote a healthy lifestyle
- Encourage physical activity and exercise
- Build self-esteem, confidence and resilience
- Provide all pupils with access to the lesson
- Develop pupils' academic, social and physical ability
- Encourage good behaviour and respect amongst pupils
- Promote team work and cooperation amongst pupils

Each class has **two timetabled** hall sessions each week to be used for physical education to ensure that pupils take part in 2 hours of P.E and school sport each week

1. Role and responsibilities

1.1. The **headteacher** is responsible for:

Appointing an appropriate **PE coordinator**.

Liaising with the **PE coordinator** regarding the spending and impact of the PE and sport premium funding.

Ensuring that the use of the PE and sport premium is effectively communicated to the Trustees.

1.2. The **PE coordinator** is Laura Ackerley, and is responsible for:

Keeping up-to-date with any changes in the subject area.

Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.

Liaising with the **senior leadership team (SLT)** and other relevant staff members regarding the use of the PE and sport premium.

2. The early years foundation stage (EYFS)

2.1. Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers.

2.2. Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons.

2.3. Particular areas of focus will include movement, balance and the use of PE equipment, including gymnastic apparatus, floor mats and sporting goods, such as bats and balls.

2.4. Pupils' physical development will relate to the objectives of the early learning goals, which are set out in the DfE's 'Statutory framework for the early years foundation stage'.

2.5. All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.

2.6. An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.

3. Curriculum

3.1. During KS1, pupils will be taught to:

Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

Perform dances using simple movement patterns.

3.2. During KS2, pupils will be taught to:

Use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.

Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.

Perform dances using a range of movement patterns.

Participate in outdoor and adventurous activities, both individually and within a team.

Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

3.3. In relation to swimming, pupils within KS1 and KS2, will 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.

4. Teaching and learning

All lessons will be planned and taught in line with the scheme of work, as developed by the **PE coordinator**, ensuring that potential for pupils' progression is planned into the scheme of work. These will be in line with the National Curriculum programmes of study and ensure that pupils experience activities and progression in skills to meet the end of Key Stage objectives.

4.1. Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding within each activity area.

4.2. The school creates long-term, medium-term and short-term plans for delivery of the PE curriculum – these are as follows:

Long-term: Includes the PE topics studied in each term during the key stage

Medium-term: Includes the details of work studied each term

Short-term: Includes the details of work studied during each lesson

4.3. The **PE coordinator** will act as the first point of contact for staff members planning PE lessons or sporting events.

4.4. A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils.

4.5. Staff members involved in the teaching of PE will have access to PE resources, including sporting equipment and specialist literature, at all times.

5. Assessment and reporting

5.1. Pupils will be assessed through observations made during lessons.

5.2. Individuals' assessment information will be recorded to help pupils' future teachers plan appropriate work for them and assist in the assessment of pupils' progress each year.

5.3. Pupils will be assessed as **emerging, expected or exceeding**.

5.4. Annual assessments of each pupil will be used to inform parents of their child's progress and attainment.

5.5. Parents will be provided with a written report about their child's progress during the **Summer** term every year. This will include information on pupils' attitudes towards PE, understanding of methods, investigatory skills and the knowledge levels they have achieved.

6. Cross-curricular links

6.1. Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.

6.2. English

Pupils are encouraged to describe what they have done and to discuss how they might improve.

Access appropriate reading materials to widen their knowledge of sport, exercise or sportsmen and women.

6.3. Mathematics

Pupils further develop their counting skills by keeping score during team games.

Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.

6.4. PSHE

The benefits of exercise and healthy eating are explained to pupils.

Pupils are encouraged to make informed choices about their lifestyle.

The opportunity to act as team leader or part of a team is provided.

Pupils' self-esteem is promoted.

6.5. Spiritual, moral, social and cultural development

Pupils learn to express their feelings in a healthy way.

Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.

Pupils are encouraged to respect other pupils' levels of ability.

7. Extra-curricular activities

7.1. **Over Hall Community School** provides pupils with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills.

7.2. Extra-curricular opportunities are provided to pupils with the aim of allowing them to put into practice the skills they have developed in

lessons, as well as foster a sense of cooperation among pupils, whilst introducing a competitive element to team games.

- 7.3. There are a variety of PE-related extra-curricular activities for pupils to participate in outside of school hours including the following:

Athletics
Football
Netball
Dance
Yoga
Dodgeball
Multiskills

- 7.4. External sports coaches will lead activities and clubs, where appropriate.
- 7.5. The school participates in regular sporting events against other schools –pupils and parents will be made aware of these fixtures with due notice.
- 7.6. Participation and success of extra-curricular events, such as sporting competitions, will be celebrated during assemblies.
- 7.7. All teaching staff will actively encourage pupils to be physically active outside of school.

8. PE kit

- 8.1. During PE lessons, pupils are expected to wear the following:

Black shorts or jogging bottoms
Blue or white T-shirt (optional with the school logo)
Black pumps or trainers

- 8.2. During swimming lessons, pupils are expected to wear the following:

One piece bathing suit
Swimming cap for pupils with long hair

- 8.3. Staff members will lead by example by wearing appropriate clothing when teaching PE, such as trainers and joggers.
- 8.4. No jewellery will be worn in line with school policy.
- 8.5. In relation to swimming lessons, if a child's jewellery cannot be removed, they will not be able to participate in the lesson.
- 8.6. All long hair is tied back for PE lessons.
- 8.7. In the event that a pupil repeatedly forgets their PE kit, a letter will be sent home.

9. Behaviour

- 9.1. Pupils will act in accordance with the school's Behaviour policy.

- 9.2. Pupils will be made aware of the expected behaviour for handling PE equipment and resources.

10. Health and safety

- 10.1. Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the PE curriculum.
- 10.2. Pupils are encouraged to consider their own safety, as well as the safety of others, at all times.
- 10.3. First aid boxes will always be accessible during PE lessons.
- 10.4. All staff members involved in the teaching of PE will undergo basic health and safety training as part of their induction.
- 10.5. Where pupils will be attending an off-site sporting or PE-related event, the staff leading the event are responsible for completing a risk assessment for the event.
- 10.6. Swimming lessons will always be taught by a specialist swimming teacher.
- 10.7. Pupils will not have access to PE resources and sporting equipment unless appropriately supervised.
- 10.8. All PE equipment and resources will be safely stored, within a secure storage area, within the school hall.
- 10.9. Pupils will be taught how to handle PE equipment and resources safely.
- 10.10. Pupils will help staff members to move and set up PE equipment.

11. Reporting accidents

- 11.1. Accidents will be reported in accordance with the Accident Reporting Procedure Policy.

12. Monitoring and review

- 12.1. This policy will be reviewed on an annual basis by the PE coordinator, with any changes made to the policy being communicated to all teaching staff and the governing board.
- 12.2. The curriculum plan will be monitored and evaluated by the PE coordinator, including the planning, assessment and reporting arrangements in place.
- 12.3. The spending and impact of the PE and sport premium is monitored by the Trustees.