



The nature of Physical Education and why it is taught at Herrick School.

Physical Education in the National Curriculum is a foundation subject and a statutory entitlement for all pupils aged 5 to 16.

Physical Education involves a variety of physical activities – dance, gymnastics, games, athletics, swimming and outdoor and adventurous activities – which are culturally valued and can play a significant role in social life as well as supporting our core British Values.

Physical Education educates young people in and through the use and knowledge of the body and its movement. It develops physical competence and enables pupils to engage in worthwhile physical activities. It also promotes physical development and teaches pupils to value the benefits of participation in physical activities while at school and throughout life. It develops artistic and aesthetic understanding within and through movement, thus improving the physical literacy of individuals. Physical Education also helps pupils to cope with both success and failure in competitive and co-operative physical activities.

Physical Education contributes to the development of problem solving skills and development of inter-personal skills. It aims to develop physical competence so that pupils are able to move efficiently, effectively and safely and understand what they are doing. It is essentially a way of learning through action, awareness and observation.

Aims of our Physical Education Policy are to help all pupils to:

- appreciate and enjoy moving and achieving in a range of physical activity.
- develop competence and confidence in physical skills.
- be able to take part effectively on their own, with partners and in groups, in both competitive and co-operative situations.
- select, practise and improve, to set their own goals and make sensible decisions about their participation in physical activity.
- value safety codes, minimise risks, avoid danger and respond appropriately, when necessary to emergency situations.
- recognise, understand, appreciate and comment on good and bad performance, whilst valuing that performance.
- learn to cope responsibly with success and failure.
- value the contribution which physical education and exercise can make toward their health, well-being and life style.
- appreciate the importance of fairplay and of abiding by the rules and codes of conduct in all activities

- Promote performance, personal, social and competition across the entirety of the Scheme of work

The National Curriculum Programmes of Study

We base our teaching on the programmes of study for Key Stages 1 and 2.

These schemes of work will inform our planning and help with ensuring progression. In addition we use the level descriptions to monitor the progress of pupils.

Planning

Subject content and suggested activities are identified in the schemes of work and resources for each area of study but must follow national curriculum objectives. This is done in accordance with the PE Primary Passport, which supports the planning, delivery and assessment of Physical Education. Delivery of content is to be decided by units/year groups who will decide on the most appropriate method to meet the needs of our children.

When giving children the opportunity to evaluate their work then language appropriate to physical education should be used by them.

Continuity & Progression

Schemes of work will help to provide continuity and progression throughout the school. Gymnastics, Dance and games from PE Passport. PE is assessed using teacher assessment against the PE passport ladders and by the teacher using photographic and video evidence. Digital records for individual children will be stored on the software and a learning journey of PE progression will be apparent over the learning journey for each individual child and class records are kept for swimming. Year 5 attend a block of swimming sessions during each academic year, starting with those that are assessed to be the furthest from the NC expectations

Teaching Methods

In order to deliver Physical Education as described in the National Curriculum a variety of teaching methods will be used. A PE specialist will deliver 1 session a week and the class teacher a second to reinforce and further develop concepts.

Children are usually taught within their own class group or within age groupings. In swimming the groups are set by ability, and records of these will be again kept digitally on the Passport.

Children will have the opportunity to work in a variety of ways through directed, exploratory and improvised activities. They will work in groups, pairs and as individuals and will use language appropriate to physical education when evaluating their work.

Equal Opportunities, and Differentiation

Every attempt will be made to fully integrate children with special needs into participating on equal terms with other children. All Physical Education lessons undertaken in school will be for both boys and girls. Where necessary, groups will be changed to give all children an equal chance to explore the experiences of performer, spectator, official or group leader. Differentiation is usually by performance and expectation and is supported through the PE Passport provision and materials.

Accessibility

Every attempt will be made to ensure that all children will have access to the curriculum despite any SEN, serious or long-term medical condition. This will be accomplished by all equipment being labeled visually with photo's, a PE information file will be available to all children with visual pictures showing information about all aspects of PE at Herrick and Interactive whiteboard programs will be made available for both teacher's and children to show the understanding of sports visually. The use of visual aids will help the teaching and learning of all children within the school including the needs of Hearing impairment, visual impairment and EAL. PE equipment will be stored centrally and prepared by members of staff prior to the session, which will enable all children to access them safely.

Resources for Physical Education

Resources are kept in a variety of central areas for use by staff members only.

Gymnastics - The large hall is equipped with a climbing frame, other apparatus for gymnastics. The small hall is suitable for gymnastic floor work with the use of mats when needed

Games - Both halls have a variety of bats, balls, ropes and other small apparatus located in the P.E stores/boxes.

Swimming - The school uses Spence Street swimming pool.

Athletics - The school playground and field will be used in suitable weather. Modified activities can take place in the halls.

Dance - All music and videos, which may be used, accompany the scheme of work. Each year group has links to dance in their PE Scheme of Work. Musical instruments are stored in the music trolleys.

Staff resources regarding the teaching of Physical Education are available in the KS2 Resource area.

Safety in Physical Education Activities

See Appendix 1 and Appendix 2.

- Safe use of equipment is encouraged at all times and children are trained to move and store equipment in a safe manner.
- When engaged in P.E. children are expected to behave in a considerate, responsible manner showing respect for other people and equipment.
- If children from other classes must walk through the hall during P.E. they must do so quietly and courteously.
- All children must have appropriate clothing for P.E. This consists of:
 - Appropriate footwear for indoor work
 - Trainers for field work (KS2)
 - Black shorts & white T-shirt
 - Black Tracksuit for outdoors on cold days (KS2)All items to be named and stored in a draw string bag.
- First Aid equipment is kept in the First Aid Room.

Assessment and Record Keeping

Teachers use individual assessment of children within their class to inform their planning for P.E. on PE Passport. We recognise assessment can take place in a variety of formats and we will endeavour to build these into our teaching where appropriate.

Individual internal records are used to benefit the teacher for work planning and reporting progress. Swimming achievements are recorded. The records give a 'snapshot' of the child's progress plus any detailed achievements.

Reports to Parents

Staff will report to parents on each child's progress in P.E. at the school's regular parents' evenings and in written form on the child's Annual Report. All parents are informed about P.E. in the school prospectus. This lists the clothing needed by children.

Inclusion

We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEN and G&T) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the National Curriculum. We use the guidance given in the National Curriculum document to support inclusion. Information on how we plan for accessibility for pupils with disabilities can be found in the School Improvement Plan.

APPENDIX 1

Safety & P.E.

It is the responsibility of the individual teacher to check the equipment being used and to ensure that the environment is safe for the pupils concerned.

Teachers are required to check that all apparatus is secure before every lesson, even if it has been used by another class immediately preceding the lesson.

During P.E. lessons the pupils must wear black shorts, white T-shirt and black slip-on plimsolls or bare feet when taking part in dance or gymnastics in accordance with the AfPE guidelines. Teachers should wear suitable clothing and footwear.

During P.E. lessons pupils must not wear jewellery.

Remember:

- Pupils need to start any P.E. lesson with warming-up exercises.
- Pupils need to be taught how to land.
- Support is needed for some gymnastic activities.
- Pupils should not wear trainers for P.E. /Dance.
- Pupils need to be taught how to lift apparatus.

Where mats are used during apparatus sessions, they must only be placed to indicate a targeted landing area for a planned dismount off apparatus. It is dangerous to place mats indiscriminately around or under apparatus.

Teachers should encourage pupils to develop a knowledge of safety procedures and safe practice, including the need for rules and regulations.

Verruca/warts - should be covered during P.E, Dance, movement and swimming lessons.

Please read the information on specific physical disabilities and conditions.

APPENDIX 2

Water Safety

Teachers to create an awareness of the dangers of water and undertake a wet and or dry CPD certification

Swimming

The teacher/TA taking the pupils swimming is responsible for their safety at all times. Teachers should wear suitable clothing and footwear.

At least one adult attending the swimming baths is to hold a swim test certificate in order to accompany each year group.

It is the teacher's/TA's responsibility to ensure that there are sufficient numbers of 'helpers'. (The minimum requirement is 1:10)

The teacher/TA and all accompanying staff should be familiar with the emergency procedure to be followed at the pool being used, together with equipment to be used in the case of an emergency, including First Aid equipment. Information concerning this can be found in the Office file marked swimming.

The teacher/TA must know the total number of pupils for whom she/he is responsible and exercise constant vigilance.

The teacher/TA and swimming bath staff should instruct from the edge of the pool, not entering the water unless another adult has been instructed to keep watch.

No child is to enter the pool area without supervision or to enter the water until instructed by the teacher.

Running and rough play anywhere on the bath's premises are forbidden.

Jumping into the water – minimum 2m depth. No diving is to be taught.

Floats and aids should only be used with close supervision.

Non-swimmers, even if wearing aids, should not enter deep water.