

UPLANDS JUNIOR SCHOOL Physical Education (PE) Policy - June 2020

This policy has been written in consultation with parents and children
This policy has also been written with the UN Convention on the Rights of the Child: article 2 (non-discrimination), article 12 (respect for the views of the child), article 24 (best health care and information to stay well), article 28 (good quality education), article 29 (develop talents and abilities), article 31 (play and rest) and article 41 (respect for higher national standards).

Our Mission - "For all children in Uplands Junior School to experience fun, excellent physical education, school sport and physical activity that will lead to life-long participation, fun and enjoyment of sport and healthy and active lifestyle."

Overview of Subject

P.E. & Physical Activity play an important role in developing children as a whole. All children are entitled to benefit from high quality PE provision and there is significant evidence to show that this supports other learning right across the curriculum. PE & Physical Activity also contribute to healthy, active lifestyles, improve emotional wellbeing, reduce poor behaviour, increase attendance and develops key skills such as leadership, confidence, social and team building skills.

The Obesity Strategy - A Plan for Action (DfE August 2016) "Every primary school child should get at least 60 minutes of moderate to vigorous physical activity a day. At least 30 minutes should be delivered in school every day through active break times, PE, extra-curricular clubs, active lessons, or other sport and physical activity events, with the remaining 30 minutes supported by parents and carers outside of school time".

Regular participation in sport and physical activity can help to reduce the risk of heart failure; improve physical fitness; help with weight management; promote good health; instil self-discipline; develop skill; improve self- confidence; reduce stress and develop lifelong learning skills. Our Aim at Uplands Junior School is to improve and increase the quality and quantity of PE and physical activity for all children, to show how PE and physical activity can enhance childrens' attainment and achievement and create pathways for them to continue to be active beyond school. We will be developing our links to outside agencies and clubs which will help to generate positive interaction in the school and community. We are striving towards improving the

delivery of teaching and learning of PE in order to promote participation, progress and performance. At Uplands we recognise the impact that the provision of high quality PE and school sport curriculum has on the whole school and that it can lead to whole school improvements.

By the time the children leave our school, our aim is for the children to develop and demonstrate the following personal qualities:

- A strong desire to learn & make progress;
- High levels of commitment to PE and school sport;
- High levels of dedication, attendance and involvement in PE and school sport;
- Good levels of positive behaviour such as politeness, fair play and helpfulness;

and

High levels of enjoyment and enthusiasm and a strong desire to get involved.

Intent

We believe a high quality PE curriculum should be an integral part of the whole school Curriculum and one that staff, pupils and parents understand and can contribute to, which is why it is included in our School Development Plan, displayed on our school website and promoted throughout school.

Our school recognises the values that a high quality PE and school sport curriculum gives pupils.

It is our intention when teaching the PE curriculum we develop the enjoyment of physical activity and strive to improve the importance of health and wellbeing. Our intention is to give children the opportunities to develop their skills, knowledge and understanding and apply these in competitive situations, with the vision this provides them with lifelong learning skills. We strive to ensure that all our pupils receive a well-rounded learning experience when participating in different sporting activities, learning the importance of health and wellbeing and equipping them with the necessary values and tools to achieve in our school and beyond. It is our intention to engage pupils in the possibilities of sport to develop a passion for being active, healthy and the confidence to try new things and build resilience and determination with all they do.

We strive to provide high quality PE and sports teaching in both curriculum and after school clubs. We aim to ensure that within their own level of ability all children can achieve and experience success, thereby enabling them to reach their full potential.

We value the benefits of PE and sport to build children's self-confidence, esteem and self-worth which is character building and essential for our pupil's development.

Implement

We believe a high quality PE curriculum should be an integral part of the whole school Curriculum and one that staff, pupils and parents understand and can contribute to, which is why it is included in our School Development Plan, displayed on our school website and promoted throughout school.

Our school recognises the values that a high quality PE and school sport curriculum gives pupils. Working together, we want to nurture personal talents, discover new ones and encourage everyone to be the best they can be.

It is our intention when teaching the PE curriculum we develop the enjoyment of physical activity and strive to improve the importance of health and wellbeing (article 24 of the UNICEF Rights Respecting). Our intention is to give children the opportunities to develop their skills, knowledge and understanding and apply these in competitive situations, with the vision this provides them with lifelong learning skills. We strive to ensure that all our pupils receive a well-rounded learning experience when participating in different sporting activities, learning the importance of health and wellbeing and equipping them with the necessary values and tools to achieve in our school and beyond. It is our intention to engage pupils in the possibilities of sport to develop a passion for being active, healthy and the confidence to try new things and build resilience and determination with all they do.

We endeavour to provide high quality PE and sports teaching in both curriculum and after school clubs. We aim to ensure that within their own level of ability all children can achieve and experience success, thereby enabling them to reach their full potential.

We value the benefits of PE and sport to build children's self-confidence, esteem, self-worth and resilience which is character building and essential for our pupil's development.

Impact

We strive to ensure that our pupil's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. Through our progressive skill based curriculum we are measuring the children's ability, striving for them to meet their age-related expectations. At the end of each term, staff complete assessments of our children against set skills and age related expectations. This data is analysed by our PE and Sport Coordinator, who uses the information to acknowledge areas for development and groups of children who may need intervention or further encouragement. We also measure impact in end of year outcomes, attendance data, pupil and parent questionnaires, lesson observations and learning walks, staff survey and external opinions of our school.

British Values British Values in Physical Education.

Individual Liberty - Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Leadership is another area that we look to develop within our students within lessons and extra-curricular activities. Students in year 5 & 6 have the opportunity to take part in a sport leaders course where they learn about the rules of sports and leadership and how they can ensure this is represented throughout school.

Democracy - Within all lessons students get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. Students are encouraged to learn about democracy and allowing everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons.

Mutual Respect - Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe as well as students regularly being in charge of warmups and cool-downs. They are encouraged to respect everyone's abilities and performances during lessons and extra-curricular activities.

Tolerance - Students in PE use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting students' different abilities and also the calls/judgements made by officials during games.

The Rule of Law - A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as fouls, penalties, cautions and red cards allowing students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.

Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. Within games lessons children are taught with a multi-skills approach leading to specific sports.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results;
- Setting tasks of increasing difficulty, where not all children necessarily complete all tasks;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment, different size equipment and working space.

The school endeavours to provide pupils with the full entitlement of two hours high quality Physical Education a week. This is delivered through two lessons a week (Games - one hour, Dance/gymnastics - 45 minutes) and regular Huff and Puff or activity sessions lead by Soccer 2000 at lunchtime, sessions of 30 minutes. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity e.g. seven weeks of Gymnastics. (See appendix for the yearly overview).

Each class is timetabled so that they can access the hall for the duration of the indoor and outdoor unit, in the case of inclement weather.

PE Curriculum Planning

PE is a foundation subject in the National Curriculum. Uplands Junior School uses the LCP schemes of work, Smestow Partnership and TOPs to aid our curriculum planning in PE, which closely follows the national curriculum

guidelines. We have adapted all the MTP's to the local circumstances of the school. We teach compulsory dance, games and gymnastics, plus two other activities; swimming and water safety and athletics. Outdoor and adventure activities are provided throughout the school with the implementation of orienteering. Year 6 also attend a residential visit.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Contribution of PE to teaching in other curriculum areas

English - PE contributes to the teaching of English (speaking and listening) in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

Information and communication technology (ICT) - We use ICT to support PE teaching when appropriate. In dance and gymnastics video recordings are made of the children's performances, and used to develop their movements and actions. Within outdoor activities devices are used to record and log achievement.

Personal, social and health education (PSHE) and citizenship - PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development - The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and given them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Science - PE contributes to the teaching of Science by children discussing and showing an understanding of what is happening to their bodies during physical activity. Children are encouraged to recognise which muscles and body parts we use for certain activities.

Teaching PE to children with special needs (Inclusion)

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in the Individual Education Plans (IEPs). Any classroom support provided extends into physical education lessons as appropriate. Teachers and adults other than teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE. Links are made with special schools, where appropriate, to enable us to address the needs of physically disabled children.

Assessment and recording

Teachers and visiting agencies assess children's work in PE by making assessment as they observe them during lessons. They record the progress made by children against the learning objectives for their lessons and key skills and knowledge set out in the Upland's assessment grid. At the end of a unit of work, teachers make a judgement against a hierarchy of skills in place for that unit of work and the 'Age related expectations'. These assessments are given to the PE Co-ordinator at the end of each term where they input and analyse this data. These judgements also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

Staff Continued Professional Development (CPD)

All staff take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. All staff who attend any CPD courses must provide feedback/disseminate the information to the rest of the staff.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE stores, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities and the local public swimming pool for swimming lessons.

Health and Safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education and School Sport". A copy of this manual is located in the staffroom.

We encourage the children to consider their own safety and the safety of others at all times. All pupils must be taught how to handle and carry apparatus appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others. We expect them to change for PE into the agreed clothing for each activity area.

- House team coloured t-shirt
- Blue/black shorts to be worn indoors and outdoors
- Trainers
- Tracksuit bottoms (blue/black or Uplands tracksuit only) for outdoor activities during the winter only.

The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity and long hair should be tied back. If earrings cannot be taken out, they are taped over. If religious bangles cannot be removed, then children must wear a protective sweat band to cover them. We are following the guidelines set out in the "Safe Practice in Physical Education and School Sport". See section 14.2.2 page 103.

Monitoring and review

The monitoring of the standards of the children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being

informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the head teacher and governors an annual summary report in which the strengths and weaknesses in the subject are highlighted and further improvement are indicated.

Out of School Hours Learning (OSHL)

The school offers a wide range of lunch-time and after school activities. These are open to any pupil in the relevant year group. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term via letters, texts and using the website and Facebook. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. Children are also invited to join after school clubs organised by private bodies.

Inclement Weather

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

In the event of weather conditions making it unsuitable to participate in extra-curricular clubs, parents will be contacted by 1pm that day to state cancellation or other arrangements. This may include class based activities around the activity.