

# STANLEY PARK JUNIOR SCHOOL



## Physical Education Policy

### Mission Statement

"We believe that every child and adult matters. Working together as staff, parents and Governors, we strive to create a rich, varied and challenging curriculum that provides inspirational learning opportunities for all children as they become successful learners, confident individuals and responsible citizens with a sense of pride in themselves and their school."

Policy agreed by Staff:

November 2018

Policy agreed by Governing Body:

November 2018

Next review date:

September 2021

## PE Mission Statement

At Stanley Park Junior School we believe that high quality teaching and learning of PE should be an integral part of school life and something that staff, children and parents understand and actively contribute to.

Through a broad, engaging curriculum and competitive activities all children will learn the skills to inspire them to lead physically active and healthy lifestyles.

We strive to embed a culture where children can enjoy, progress and develop into confident, respectful and successful individuals.

## AIMS

At Stanley Park Junior School, we aim to increase the activity levels of the whole school through the provision of a supportive environment conducive to the promotion of physical activity. Due to the increasing obesity of children and decreasing levels of physical activity among children, we aim to encourage an extra 30 minutes physical activity per day outside of the curriculum.

Through Physical Education, we aim to teach pupils:

1. In lessons to:
  - be physically active and enjoy participating
  - plan and perform physical actions with control
  - use appropriate language for different equipment and actions
  - demonstrate knowledge and understanding of a range of competitive games. For example: hockey, netball, tag rugby, rounders, tennis
2. To become independent learners by:
  - providing opportunities for decision making, problem solving and leadership
  - encouraging pupils to evaluate and modify their own performances
  - developing the ability to work independently, and communicate with and respond positively towards others
  - allowing time for pupils to consolidate and improve skills through practice
3. To develop positive attitudes by:
  - accepting rules and codes of practice

- enabling pupils to appreciate strengths and be aware of weaknesses in both their own abilities and those of others, supporting each other to make progress
  - encouraging good sporting behaviour
  - lead and manage aspects of physical activity with their peers
4. To be aware of safe practice and health by:
- Developing in pupils an understanding of the need to exercise safely and an awareness of the health implications of exercise
  - Providing opportunities for pupils to understand the effects of exercise on the body, and to have an appreciation of the value of safe exercise in order to stay healthy.

## RATIONALE - INTENT

At Stanley Park Junior School, we want our pupils to be confident and competent in Physical Education, to be able to co-operate with others in this area, to understand the importance of health and fitness for their well-being and to enjoy life long participation in physical activities.

PE plays a vital role in the education of children in our school. The focus for learning is on the child and their development of physical competence, through participating in a particular activity or sport. The physical education curriculum enables all children to participate in a wide range of physical activities and environments, through which they can enhance their knowledge, understanding and ability to apply physical skills.

Through the process of planning and evaluating their physical achievements, a child's capacity to learn and work independently with others, will be improved. A well planned and progressive physical education programme will help children to make progress in their overall physical performance in school.

Learning to understand and appreciate the longer term benefits of regular physical activity will support and encourage a life long commitment to physical activity.

### The Legal Requirement

The programme of study will be taught to **every pupil** in the key stage, in ways appropriate to their abilities. **A minimum of 1 hour 40 minutes of physical activity will be delivered per week. This should be supplemented by additional events such as sports day and whole school activities such as The Daily Mile.** Pupils should be encouraged to use language and be taught to express themselves clearly in speech through the planning and evaluation of their physical activities. Physical Education should involve pupils in the continuous process of planning, performing and evaluating. This applies to all areas of **physical** activity.

## ORGANISATION - IMPLEMENTATION

Teachers will deliver lessons based on the basic skills and programme of study outlined in the national curriculum. Children should learn a broad range of basic skills and competitive sports to improve their physical literacy supplemented by ideas or resources the class teacher and year group may have themselves. Dance topics are organised in themes to promote greater cross-curricular planning.

Games plans are designed to cover each of the three main areas of sporting activities: invasion games; net & wall games and fielding and striking games. Within these three main areas of study, children will explore how these skills relate to specific sports. Therefore it is important that the whole school decide on a rotation of sports to ensure that all skills are covered within the key stage. This should be done at planning meetings. All plans follow National Curriculum Requirements. Individual lessons should be evaluated to inform future planning and ensure differentiation. Schemes of work will be amended if necessary by the co-ordinator in light of staff feedback.

### **ENTITLEMENT** (SEN, EO, SCSM)

The teaching and learning associated with Physical Education should allow equal access and opportunity for all children. All children are encouraged to participate in all sessions to the best of their ability and lessons should be planned to ensure this, using all the resources available.

**Special Educational Needs** - Teachers should be aware of any special needs related to members of their class. They should aim to develop to the full, the varying physical abilities of each child so that they will be able to use them effectively in all physical situations.

Co-ordination problems should be recorded in lesson notes / evaluations and next steps folders and children with these difficulties should be given support. Differentiation of tasks and outcome will be considered where necessary.

**Equal Opportunities** - At Junior School level, girls and boys are equally capable and teachers should make every effort to avoid stereotyping. Equal access and opportunity to all activities should be given to all children, but teachers should be aware of any religious or cultural constraints or requirements that need to be met by any class member. Children may be grouped according to their abilities in Physical Education, as in other subjects, to provide for differentiation and to allow children access to activities at their own level. PE offers opportunities to introduce activities such as dance and games from other cultures.

**Social, Cultural, Moral and Spiritual Education.** - Physical Education has an important role to play in promoting the development of pupils' personal and social skills, through the encouragement of:

- self-reliance
- self-discipline
- a sense of responsibility
- an ability to work co-operatively with others by being a member of a team or group
- the ability to re-appraise personal attitudes, values and beliefs

- sensitivity towards individual differences by adapting responses to others level of skill
- good sporting behaviour

### **ASSESSMENT AND RECORDING - IMPACT:**

Pupils work will be assessed throughout each unit of work and will take place in the form of:

- Verbal feedback to the child from the teacher
- Peer feedback and support
- Informal observation and notes
- Pupil self-assessment and target setting
- Photographs & video to prompt self assessment.
- Annual reports
- Subject Coordinator Monitoring

Pupil progress will be monitored by the individual class teacher who will use these methods to inform future planning. At the end of each unit an indication of children's ability will be recorded. This will allow all the unit grades to be looked at by the end of the year so that the overall attainment can reflect the progress made over that academic year and can be reported back to parents. Teachers are also encouraged to incorporate the use of ICT tools within PE to record pupil's achievements and to enhance learning e.g. using a digital or video camera to record sequences in gymnastics and/or dance for further observation, discussion and evaluation.

### **TIMETABLE**

The school provides all pupils with high-quality P.E. each week. Games are time tabled in 1 hour blocks. The use of the field, playground, tennis courts or hall for these activities should follow the timetable posted in the staff room. Preference will be given to the Year/Class time tabled, but the playground and field may be used at any time if care is taken not to obstruct the other classes and necessary equipment is not in use. This may be appropriate if time for Physical Education has been lost due to poor weather or other unforeseen circumstances.

Each class is allocated one single (40 minutes) hall period. Details of this are also posted in the staff room. This period should be used for either dance or gymnastics, depending on the year group and the plan being followed that half term. (1 term dance, 1 term gymnastics.)

In line with national curriculum requirements, year 4 & 5 have the opportunity to learn and improve their swimming skills at Westcroft Leisure Centre in the Autumn & Spring term where children are taught by fully qualified swimming instructors. Information on progress, assessment of attainment is provided by the instructor in consultation with teachers.

PSHCE lessons allocate an extra 40 minute session per class during three half terms per year, to provide further health and fitness opportunities. Children are also given the opportunity for more P.E. during lunchtime play with a high emphasis on further activity e.g. skipping games, ball wall activities and our exercise activity apparatus. Year 6 P.E Leaders

provide children throughout the school with the opportunity to get involved in team games during lunch times. Year groups are also allocated time in the tennis courts for further physical activity, supported by teaching assistants.

At SPJS, we have many opportunities to take part in and encourage the extra hour of physical activity a day, set out by the government document *Childhood Obesity: A plan for action*. For example: The Daily Mile; GoNoodle; Maths of The Day; active break times; sports evenings

### **EXTRA CURRICULAR ACTIVITIES**

A wide range of extra-curricular activities are provided for every year group, at lunch time and after school, which are highly promoted through assemblies and extra-curricular lists. They reflect the balance of the school curriculum. Most are open to any pupil in the relevant year group. Staff will assist the lunch time supervisors by providing lists of pupils who will need early access to the dining hall etc. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible.

Sports clubs currently running at the school include netball, football, athletics, cricket, dance, tennis and tag rugby.

Pupils are given the opportunity to participate in inter-school netball and football league competitions, rugby tournaments, swimming galas and athletics competitions.

The school also fosters and maintains links with outside agencies, such as:

- Sutton School Sports Partnership
- JDS Football coaching.
- Westcroft and Cheam Leisure Centres for swimming lessons and galas

### **SAFE PRACTICE**

N.B No Equipment should ever be moved or operated without the permission of a member of staff. Prior to the start of all P.E. activities, teaching staff should be aware of and apply the appropriate Risk Assessment provided by the co-ordinator. (Appendix B)

#### **Apparatus**

##### **- Storage**

Indoor - Small apparatus (bean bags, stepping stones etc) for a class is kept under the stage in the hall. A supply of gymnastic apparatus including an upright storage trolley of mats, benches, spring boards and tables are also available in the hall. (See appendix A for plan of the storage of these facilities.) The wall bars installed in the hall are stored flat against the wall and should be safely returned to their stored position by the teacher at the end of the lesson. These should only be set up and stored by teachers. All teaching staff should be shown how to safely assemble the bars before commencing a session.

Outdoor - All outdoor equipment is stored in the two outside stores. Children should not go into these cupboards without permission from a teacher. The key to these cupboards is kept in the school office and should be returned at the end of every lesson.

- Use

Pupils should be encouraged to ensure they set up and use apparatus and equipment safely ensuring they do not put themselves at any unnecessary risk. Children should be instructed in the safe movement, handling, lifting and positioning of apparatus. Children should not be allowed to set up / put away the wall bars or trampets used in the hall. Trained staff should set up and disassemble this equipment. If the teacher is unsure of procedures which should be followed, they should speak to the co-ordinator or refer to "Safe Practice in Physical Education" BAALPE. The London Borough of Sutton have also produced information on this subject, entitled "General Safety Principles when using Gymnastic Equipment".

- Repair and Maintenance

Each Teacher should check the condition and safety of all equipment before use. If deemed unsafe, equipment should be removed from use immediately. Any breakages or defects should be reported to the co-ordinator. Please ensure that equipment is stored neatly and safely in all areas.

- Jewellery

All items of jewellery should be removed for lessons, including watches & earrings. Long hair should be tied back, and if possible glasses should be removed. Where it is not possible to remove the item (for example where removing spectacles or hearing aid would make the situation less safe than wearing the item) then the adult teaching the class will consider what and how the lesson or that aspect of it can be amended to enable participation with the item being worn. This may involve conditioning the rules of a game, changing the equipment (such as to a soft ball instead of a hard one).

Pupils must remove their own jewellery. If the child is unable to do this themselves they should be encouraged to not wear any on days where physical activity takes place. Staff should, in addition, visually monitor the class to make sure jewellery has been removed.

If a child has had their ears pierced recently, they will be able to participate, while wearing the earrings, in all physical activity sessions at parents' discretion. However, a parent/guardian must have signed our health and safety form (appendix E) and they must provide their own tape.

- Clothing

Children should have appropriate school kit or similar for all aspects of physical education, including swimming. Children without appropriate kit for the lesson will not be able to participate in activities. Children also have access to the spare P.E kit that each class is provided with.

Kit should comprise:

- **Indoor** - navy blue shorts and sky blue/school T-shirt (or similar but no logos) children work barefoot in the hall. Skorts may not be worn for gymnastics.
- **Outdoor** - navy blue shorts or skort and/or blue tracksuit trousers (no leggings) for colder weather, sky blue/school T-shirt (or similar - no logos) and School sweatshirt (for colder weather)  
trainers with appropriate grip for playing outdoors. (All children wear similar footwear in any one game)
- **Swimming** - Swimming costume (girls) Swimming trunks (boys)

Children may not wear board shorts or leotards for PE, Games or Swimming.

In years 5 and 6, boys and girls will change separately and, where possible, children will change under the supervision of a teacher of the same sex.

#### **Kit for school competitions & matches:**

- For school football, children will be provided with a school football kit. Both boys and girls will wear full football kit (long sleeved top & shorts) if involved in football matches. Children are permitted to wear base layers or thermal tops under their football kit in cold weather.
- For school netball fixtures, girls will be provided with a school netball skirt and bib indicating their position. Girls should wear school PE shirt and shorts underneath their skirt and bib. Appropriate trainers should also be worn.

#### **Staff clothing:**

All staff should dress appropriately for the delivery of PE sessions. E.g. tracksuit bottoms and a comfortable top to allow skills to be correctly modelled. Staff will be provided with a Stanley Park Junior School polo shirt to wear for all games & PE lessons. All staff must wear appropriate trainers for delivery of these sessions.

#### **Emergency Procedures**

All teachers should be aware of school procedures for accidents and first aid. Everybody should be aware that a fire drill overrides all activities in all places and that school policy should be followed in the event of a fire or fire drill. In the event of a pupil having an accident the pupil will seek assistance from a first aider in the School Reception or if they are not able to travel safely themselves then another child should fetch help.

#### **Using other adults/agencies in school**

We use a number of outside organisations to support the work in school - e.g. School Sports Partnership; JDS Football; Sutton & Epsom Rugby Club and are involved in a variety of borough competitions and activities. These adults must be DBS checked prior to their involvement with the children.

Class teachers **must** remain present at all times if somebody other than a fully qualified teacher who is employed by the school is taking their class for PE or Games.

## **PARENTAL LINKS**

We value our strong links with parents and encourage them to support their children in their physical development. We have created positive links with parents and rely on them to transport children to matches and organised sporting events. In some cases parents assist with OSHL (Out of School Hours Learning). Other parents must sign that they are happy for their child to travel with another parent and/or staff. Staff cannot provide transport for any children under any circumstances.

## **NON-PARTICIPANTS**

Children who are not participating in physical activities, remain the responsibility of the teacher taking the class for the lesson. These children should be encouraged to participate in the lesson through observation using the sheet in Appendix C. Children may also be encouraged to act as referees for mini-games played in the lesson to help them engage with the learning. In this way they may still fulfil the programme of study requirement in terms of planning and evaluating.

### **Children who forget their kit:**

- If a child forgets their kit once or twice, a note should be made by the teacher in the Home School book, to the parent or guardian, asking them to encourage their child to remember for the next week. This could consist of the letter template set out in Appendix D.
- If a child forgets their kit three times they should be given a detention and a note made in the Home School book for the parent or guardian.
- If the problem of forgotten kit persists, the teacher should send a note in the Home School book requesting a meeting with the parent to discuss the matter. The teacher should follow the school behaviour and discipline policy
- If a child is unwell during a Physical Education lesson, or does not participate due to feeling unwell, they should be sent to the office.
- One spare P.E kit per class is provided for any child who does not have their own.

## **LINKS WITH OTHER POLICIES**

This policy should be read with reference to other policies on:

- Teaching and Learning
- Inclusion Policy
- Assessment, Recording and Reporting
- Personal and Social Health and Cultural Education
- Health and Safety
- Behaviour and Discipline
- Sports Funding Action Plan
- Sustainable Travel Action Plan

## **RESPONSIBILITIES**

The Physical Education Co-ordinator is responsible for the formulation, implementation and monitoring of this policy. Each teacher of PE is responsible for implementing the required program of study, recording & assessing children's progress and furthering learning.

## **RESOURCE IMPLICATION**

It is the responsibility of the Governors and the Headteacher to finance resources for Physical Education within the limits of the overall school budget.

The Co-ordinator will ensure that the appropriate resources are available and that they are accessible to all staff requiring them.

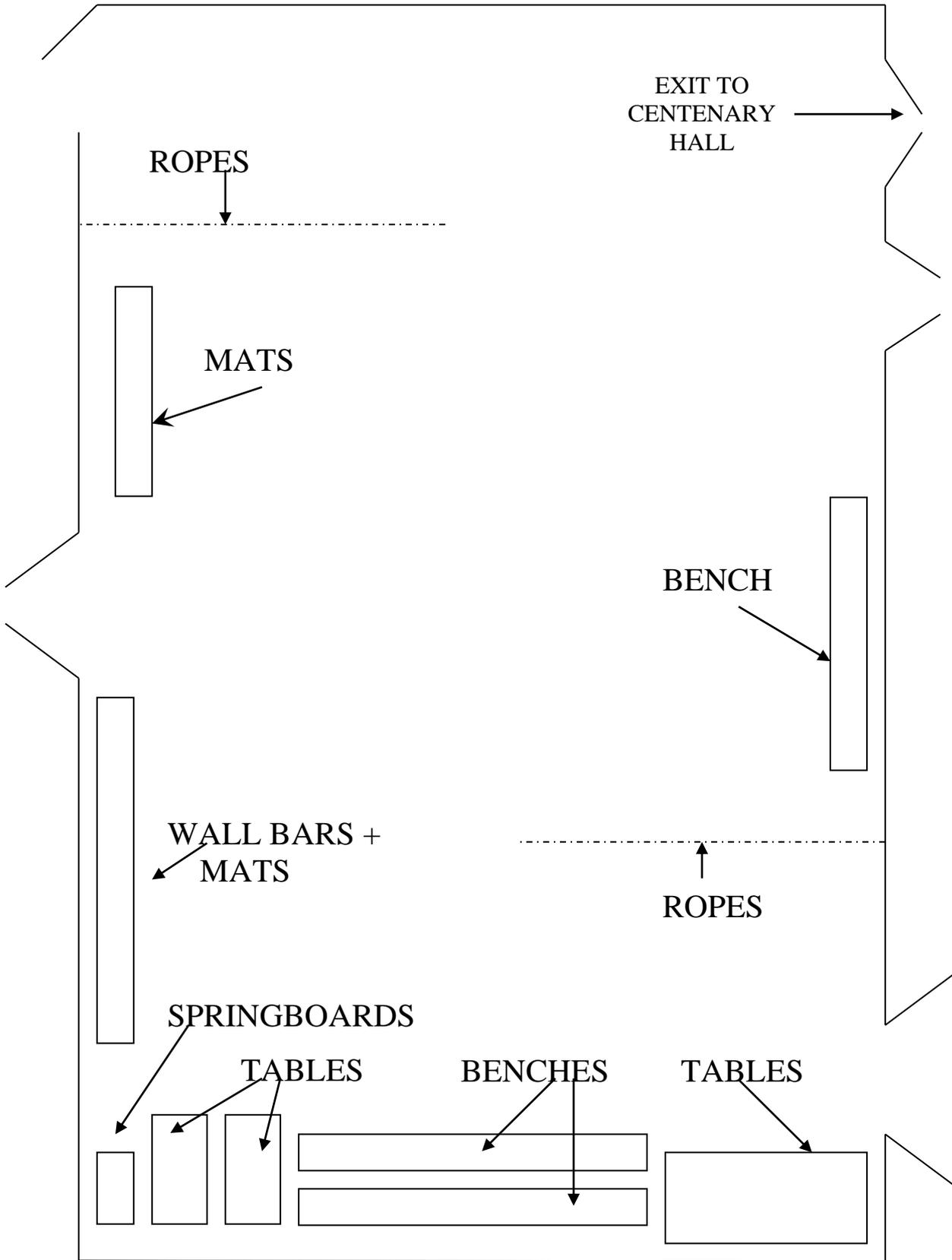
## **REVIEW**

This policy will be reviewed every three years by the PE Co-ordinator in consultation with the School Management Team, Staff and Governors of the school.

Appendix A

Hall Storage Plan

FRONT OF HALL



**RISK ASSESSMENT**

**ACTIVITY** .....

**LOCATION** .....

**1. DESCRIPTION OF HAZARDS WITH AN ASSESSMENT OF SEVERITY (1-low to 5-high)**

**2. PEOPLE EXPOSED TO HAZARDS**

**3. DESCRIPTION OF EXISTING PRECAUTIONS**

**4. RISK ASSESSMENT**

RISK MINIMISED YES  NO

FURTHER ACTION IF REQUIRED

**DATE OF ASSESSMENT** .....

**ASSESSORS NAME** .....

**REVIEW DATE** .....





# Appendix C

## P.E Observer Form Y3/4



Name: \_\_\_\_\_

Date: \_\_\_\_\_

I am not doing P.E today because...

Tick one:

I forgot all or some of my PE kit

I am injured

I do not have trainers

I am wearing earrings

I am unwell

Other

What is today's lesson about? What is the L.O?

\_\_\_\_\_  
\_\_\_\_\_

Draw pictures of all of the equipment you can see being used.

Draw a picture of an activity or skill that you can see someone doing during the lesson.

Write down the names of 2 people who are completing the activity well.

1) \_\_\_\_\_

2) \_\_\_\_\_

Write the name of two people who are supporting and helping others.

1) \_\_\_\_\_

2) \_\_\_\_\_

Choose one person to watch. Write one thing you think they are doing really well.

\_\_\_\_\_  
\_\_\_\_\_

Now write one thing they could do better.

\_\_\_\_\_  
\_\_\_\_\_

# NON-PARTICIPANTS IN PE - OBSERVATION SHEET FOR Y5/6

Name: \_\_\_\_\_

During the PE lesson, answer the following questions by observing the activities that occur. You will need to use the back of this sheet to record some of your answers.

1. The reason I am not taking part in PE today is:
2. Where did PE take place today? \_\_\_\_\_ (indoors/outdoors).
3. Write down the warm-up activity/activities done during the beginning of the lesson.
4. In today's lesson we are learning about: (indicate names of activity area, skills, etc).
5. Does the activity seem easy to learn/play? On the back of this sheet, explain in your own words why or why not?
6. Pick one person to watch throughout the lesson. Do not identify them by name. On the back of this sheet, describe some of the things they are doing best.
7. What do you think they need to improve most? How might they achieve this?
8. On the back of this sheet, write a short paragraph about what you know about today's activities. Tell about strategies and/or skills involved in the activity, if you have played it before, your like/dislike for the activity.
9. What are some things you can do next time so that you can participate in PE?

Date \_\_\_\_\_ Child's name \_\_\_\_\_

Dear Parents/Carers,

Physical Education is part of the curriculum that your child must participate in. Your child has been unable to take part in P.E./Games because he/she has not brought the appropriate kit into school.

May I request your co-operation in this matter by ensuring your child brings the appropriate kit for each physical education activity. The timetable for this can be found at the front of the home/school book.

Thank you for your co-operation.

Yours sincerely,

Class Teacher

## Appendix E

### Health and safety form to parents

Date \_\_\_\_\_ Child's name \_\_\_\_\_

Date of ear piercing: \_\_\_\_\_

Date that they will be able to take earrings: \_\_\_\_\_

- I understand that whilst my child's ears are healing, following their ears getting pierced, I accept full responsibility if my child gets injured during a PE/Games lesson.
- I will provide surgical tape to cover my child's earrings for the length of time above.
- I understand that without surgical tape, my child will be unable to participate in PE/Games as it may put my child and others at risk of getting injured.

I understand that after this date, my child must remove their earrings for PE/Games

Signed: \_\_\_\_\_

Date: \_\_\_\_\_