OLSJ Physical Education Policy

Intent / Implementation / Impact

Physical Education contributes to children physical, social, mental and emotional development and well-being. OLSJ's physical education programme aims to provide pupils with the skills, knowledge and understanding of how to participate in physical activity safely and effectively, and to continue being active throughout their lives.

A high-quality physical education curriculum inspires all pupils and gives them the confidence to participate in a broad range of activities, with the aim for the children to achieve physical literacy. Steps are taken to ensure children become independent learners and are able to take on responsibilities where appropriate.

Activities between each year group are scaffolded appropriately so skills, knowledge and understanding are progressed to meet the ability of the children, with differentiation strategies (S.T.E.P) process implemented to engage and challenge every pupil in the lesson.

There are opportunities to learn, develop and refine skills, and then select and apply these in unopposed and competitive situations against themselves and their peers through both individual and team challenges.

The underlying theme throughout lessons is for children to understand how, when and why physical activity contributes to their overall health and fitness.

Children are able to observe and analyse performance and identify the strengths and areas for improvement, and detail what the next steps are in their development.

National Curriculum Aims:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

Within Physical Education we:

- Promote a positive and confident attitude towards physical activities, health and fitness that can be sustained throughout life.
- Build an awareness of personal hygiene.
- Develop knowledge of safety factors and an appreciation of the principles of safe practice.
- Develop gross motor co-ordination in a variety of contexts.
- Encourage children to plan, practise, perform and evaluate their own and others' work.
- Encourage each child to reach their full potential.
- Develop the ability to work co-operatively.
- Develop imagination and creativity to express ideas through physical activity.
- Continue The Olympic Legacy, promoting the seven Olympic and Paralympic Values, building on the success of 2012.
- Ensure that children have at least two hours a week of high quality P.E. lessons.

We believe children should have access to at least two hours of physical education a week, within curriculum time. Further time is available during structured activities at lunch time, extra curricular clubs and active learning within classrooms.

The P.E. Curriculum is planned as half-termly units of work which ensure progression and enable pupils to achieve the end of Key Stage statements. The children are given the opportunity to plan, perform and evaluate their work in each of the activity areas.

EYFS

In-line with the Early Years Foundation Stage curriculum "Physical development in the foundation stage is about improving skills of co-ordination, control, manipulation and movement" (taken from the EYFS statutory framework),
OLSJ focuses on the Physical Development of gross motor skills so that children understand how their body moves in different ways, speeds and directions and develop spatial awareness for safe movement in PE. OLSJ uses a themed cross curricular approach relating physical activity to the topics that children investigate in the classroom such as animals, space, letters and colours etc.

Key stage 1

Our aim is for children to focus on the fundamental movements of ABC's, through a range of activities and challenges. They will gain an understanding of simple rules and be able to compete against themselves and others in modified situations.
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*

(National Curriculum, 2014)

Key stage 2

In years 3 and 4, our aim is for children to focus on developing specific skills across all the N.C, while in years 5 and 6 we expect children to select and apply these skills to small sided and modified situations and understand how to succeed in different activities. There is a greater focus on developing leadership skills through communicating and collaborating with tasks and challenges.
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 (for example, 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*

(National Curriculum, 2014)

Children are required to cover all of these elements within each year. There is no set structure on weighting on each of these areas.

Health & Safety

OLSJ adopts the P.I.E acronym when delivering PE lessons, and this is as follows:

P. – Prevent incidents arising
I. – Inform the school community of potential risks
E. – Educate children so that they understand how to participate safely and effective and can make decisions responsibly

Additionally, we expect all children to:

- wear the appropriate clothing and footwear
- remove all jewellery (see below)
- tie back long hair
- carry equipment safely and work sensibly with it
- be aware of each other and the space in which they are working
- understand when, how and why we warm up

Jewellery

Children should not wear any jewellery for P.E. lessons to ensure the safety of all the children in the class. On PE days, children should not attend school wearing jewellery if they are not able remove jewellery themselves.

Religious Jewellery

Any child wearing jewellery as part of their religion will, if possible, remove the jewellery for the lesson. Material bracelets may be covered in micro-pore tape or a sweat band. If there is a necklace that cannot be removed it may either be taped down with micro pore tape or the symbol may be removed from the chain and pinned or sewn into the clothing.

Resources

All Schemes of work, resources and lesson plans can be found on the PSD website via the coaches corner tab at the bottom right hand side. Staff are expected to deliver lessons as per the PE curriculum map and individual lesson plans.

Assessment for Learning

Assessment relates to the key skills children are required to achieve for the different aspects of physical education.
Assessment of P.E. is an ongoing process to ensure continuity and progression. It covers the pupils' ability to plan, perform and evaluate in relation to physical competence, safe practices, health, hygiene and fitness. Weekly learning objective feedback forms are completed by coaches and teaching assistants.
Learning walks and formal observations are undertaken on a regular basis to inform subject leaders on the training needs of the staff and to ensure that quality of provision is of a high standard. Observation and recorded assessment is utilised for future planning.

Spiritual and Moral

Physical Education supports the development of all children's moral, social and cultural development. During P.E. children are encouraged to work co-operatively with pupils of varying abilities and exhibit an understanding and encouraging attitude to their peers. A balance of individual, paired and group activities, including co-operative, collaborative and competitive situations helps support this.

Equal Opportunities

Every child has the opportunity to participate in all P.E. activities regardless of gender, ethnic origin or ability. Teachers provide learning opportunities that are matched to every child's needs. All planning is differentiated to reflect this.

SEND

All children, regardless of special educational needs and/or disability, are encouraged to participate in P.E. to the best of their ability. Resources are available for children of all abilities and reasonable adjustments are made to encourage 100% participation.

Gifted and Talented and Less Active Groups

Gifted and talented children, highlighted and recommended by coaches, teachers and T.As, attend a trial session at the beginning of each half term. Selected children are then invited back to attend specialised sport development sessions that aim to improve skills, positional awareness and develop tactical appreciation. Year groups alternate each half term and sessions are monitored on a weekly basis. The less active group works in exactly the same way, but is focused on promoting healthy habits and increasing children's activity. This group is not named 'Less Active'.

NB: if a child does not have their PE kit, they are required to borrow a kit from the welfare room. This must be returned straight after the session. A note of this is taken by the welfare assistant and if a child does not have their PE on three separate occasions, parents are notified through the class teacher. If this continues to happen, the PE coordinator speaks to the parents involved.