



## PE

# Statement of Practice

### Introduction

Physical Education (PE) develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skillfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity. Haslam Park School seeks to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole.

### Aims

The aims and objectives of the PE Policy relate directly to those of Haslam Park Primary School as a whole - namely that we endeavour to provide an educational experience in its delivery and content.

In order to do this we aim to:-

1. Stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles
2. Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE

To enable pupils to see PE as:-

- A major feature in our lives, related to employment, leisure and culture
- Part of a wider body of knowledge and skills, e.g. interpersonal, problem-solving and leadership skills

To enable pupils to:-

1. Understand and use safe practice and to appreciate its importance in PE
2. Understand the short and long term effects of exercise on the body
3. Understand the role of exercise in a fit and healthy lifestyle
4. Enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim
5. Enable pupils to work independently and as part of a group or team in varied activities so that PE contributes to the development of core skills such as communication by speech
6. Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work

7. Develop pupils' awareness of the implications of sport and physical activity (past and present) for the individual and local, national and international communities
8. Allow pupils to develop informed opinions and be able to support them in a reasonable argument.

## **P.E. Curriculum**

Haslam Park Primary School follows the new national curriculum for P.E. - Physical education is not a sport. We use a range of activities to develop pupils so that they can improve their **physical skills**, develop their **understanding** (e.g. analysing movement), and help them to develop essential **wider skills** such as leadership and positive attitudes. The range of activities include:-

- games
- gymnastics
- dance
- athletics
- outdoor adventure activities
- swimming
- global games (indigenous games from around the world)
- Sporting opportunities are provided in the Extra-Curricular Activities.

The following objectives relate directly to the aims for P.E. at Haslam Park Primary School:-

1. Staff should refer to work in other curriculum areas when appropriate
2. Pupils should follow written and verbal instructions accurately
3. Safety is further enhanced by emphasis on the following:-
  - The need to wear correct clothes/equipment
  - The need to follow rules
  - How to lift, carry, move and place heavy equipment
  - The need for warm-up and recovery period when exercising
  - How to swim and be safe when around water
  - General safety rules when engaged in Outdoor Education.
4. Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. The school's schemes of work identify planned opportunities for pupils to develop a range of desirable personal qualities.
5. There should be opportunities for individual and/or group activities so as pupils can express their feelings verbally and learn how to work cooperatively as well as on their own.

## **Assessment**

Assessment is carried out on a lesson-by-lesson basis and may or may not be recorded, according to the preference of the individual teacher.

By the end of Key stage 1 pupils should be able to demonstrate the following:-

- 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

- By the end of Key Stage 2 pupils should be able to demonstrate the following:-

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.

### **Swimming and water safety**

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.

It is our aim at Haslam Park Primary School is to help all pupils to **go beyond** this level of attainment.

### **Cross-Curricular Links**

Although the links are not always overtly displayed, staff will draw attention to them whenever an opportunity arises.

#### **1. Science**

- Health and Fitness
- Drugs and Abuse.

#### **2. Numeracy**

- Speed
- Distance
- Time
- Measuring
- Recording
- Handling Data.

#### **3. Literacy**

- Speaking and Listening
- Subject-specific vocabulary.

#### **4. Geography**

- Map-reading.

## 5. Music

- Rhythm
- Tempo.

## 6. ICT

- Use of stop watches
- Use of digital camera and digital video
- Use of spreadsheets for recording and interpreting data
- Use of the internet.

## Inclusion

Haslam Park Primary School is committed to inclusion. The school reflects this commitment and will do its utmost to include all pupils regardless of gender, colour, religion, ability or disability in accordance with the whole school Inclusion Policy. However Physical Education is by definition active, and some of the activities in P.E. have attached risks, there are occasions where inclusion is not appropriate for the safety and enjoyment of all participants. In this instance staff are referred to guidance offered in BAALPE's Safe Practice in Physical Education.

Inclusion will be implemented as follows:

- Standard activities and expectations as planned
- Adapted activities and expectations in line with individual abilities
- Different activities planned in line with individual pupils' needs.

Inclusion issues will be considered and acted upon in consultation with parents, children, the school's senior management team and having sought guidance from BAALPE and from the LA if necessary.

## Health and Safety

The effective management of safety for Haslam Park Primary School has four main components:-

1. Risk Assessment and planning before a lesson
2. Organisation of routines during and between lessons to include:
  - The use of appropriate kit
  - Location of safety equipment
  - Reporting accidents
3. Control to include:
  - Where to find safety information
  - Regular safety checks
4. Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

### Risk Assessment and Planning Before a Lesson

All school staff are required to familiarise themselves with the Health and Safety policies of the school. Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need practical activity. Risk assessments are carried out in accordance with the school's Health and Safety policy.

Before a lesson starts staff should:

- Have procured any necessary safety equipment and undertaken any specific safety measures
- Know how and when to use any particular facilities and equipment
- Have identified the quantity and condition of the equipment to be used by pupils.

In identifying risk staff should:-

- Identify hazards

- Identify cause and effect
- Examine working methods
- Investigate safety literature for advice
- Remove hazards where possible.

In case of emergency staff should:-

- Be familiar with evacuation procedures in case of fire or other emergency
- Know the location of, and when and how to use, firefighting equipment
- Know the location and identity of members of staff trained in First Aid.

Teachers should be aware of:-

- Where to find information
- The LA Safety File containing safety circulars from the LA
- LA Health and Safety Policy
- School Health and Safety policy and where to find it
- The procedures for reporting accidents, particularly those that constitute an emergency
- The school's behaviour policy
- PE Equipment is annually checked by appropriate agencies
- Periodic safety checks of PE equipment are carried out by members of staff, e.g., gymnastics equipment is checked before a unit of work commences.

### **Extra-Curricular Activities**

The school provides a range of sporting activities for pupils both during school and at the end of the school day. The school sends details of the current club activities to parents at the beginning of each term. Activities include the following:-

- football
- netball
- cross country
- cricket
- athletics
- dance
- gymnastics
- multi-skills club

The school also enters a football, netball and cross-country league. Haslam Park Primary School will always enter sporting competitions if at all possible. This introduces the competitive element to team games and fosters a sense of team spirit and co-operation amongst our children.

### **PE and Sport Premium**

Haslam Park Primary School receives annual funding to improve the quality of the PE and sport activities that is offered to their pupils. How it is spent (and the impact it has) is reviewed annually and published on the school website. Haslam Park Primary School uses the funding as follows:-

- Improve the quality of teaching by providing qualified sports coaches to work alongside teachers
- Provide staff with resources to help them teach PE and Sport
- Increase pupils' participation in extra -curricular activities and competitive sport.