

Cheadle Primary Policy for Physical Education

Policy Statement

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- 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.

National curriculum in England September 2013

Subject Content

The Early Years Foundation Stage Requirements

The physical development of babies and young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement.

They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

Department for children, Schools and Families

What a child is Learning 22-36 months-Physical Development- Moving and Handling

- Runs safely on whole foot.
- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- Can kick a large ball.
- Turns pages in a book, sometimes several at once.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Beginning to use three fingers (tripod grip) to hold writing tools
- Imitates drawing simple shapes such as circles and lines.
- Walks upstairs or downstairs holding onto a rail two feet to a step.
- May be beginning to show preference for dominant hand.

What a child is Learning 30-50 months-Physical Development- Moving and Handling

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.

What a child is Learning 40-60+ months-Physical Development- Moving and Handling

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Early Learning Goal

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Children in Reception will build upon these goals and work towards/ use elements and structures leading to the four areas of learning in Key Stage 1;

1. Acquiring and developing skills
2. Selecting and applying skills, tactics and compositional ideas
3. Evaluating and improving performance
4. Knowledge and understanding of fitness and health.

Key stage 1

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.

Key stage 2

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

All schools must provide swimming instruction either in key stage 1 or key stage 2.

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.

During Key Stage 2 pupils will be taught the above learning objectives through the five areas of dance, games, gymnastics, swimming and athletic activities.

PE Curriculum Lesson Organisation

All KS1 classes are taught in mixed ability groups.

All KS2 classes are taught as a class for gymnastics and dance. For games they are split in to groups (2-4 depending on the year group and activity) and they follow the games scheme of work as co ordinated by the PE coordinator.

Swimming

Swimming lessons last for half an hour each week and are allocated as follows;

Year 3 and 5 classes swim during the autumn term and the 1st half of the spring term.

Year 4 and 6 classes swim during the 2nd half of the spring term and during the summer term.

Before SAT's the only Y6 children who swim are those who haven't yet attained the minimum KS2 Swimming requirements of 25m unaided and the KS2 Award. The lessons are 1hour long to boost the children's confidence and skill levels. The rest of the children stay at school to do a PE lesson.

After SAT's, all Y6 children swim (as classes for half hour sessions) and work towards Personal Survival Awards.

Health and Safety Guidance For Physical Education

Safe Practices for Physical Education

Cheadle Primary School Sport follows guidance from the 'Safe Practice in Physical Education and Sport,' 2012 Edition produced by The Association for Physical Education. Safety requirements as detailed by the National Curriculum Physical Education document should apply to all key stages and be taught through all key stages and be taught through all areas of activity.

To ensure safe practice, pupils will be taught to:

- a) Be concerned with their own and other's safety in all activities undertaken.
- b) Understand the importance of warming up for, and recovery from, exercise – thus preventing injury.
- c) Adopt good posture and correct use of the body at all times.
- d) Lift, carry and place equipment safely.
- e) Observe the rules of good hygiene.
- f) Understand why particular clothing, footwear and protection are worn for particular activities.
- g) Understand the safety risks of wearing inappropriate clothing, footwear and jewellery.
- h) Respond readily to instructions and signals within established routines and follow relevant rules and codes.

To ensure safe practices in PE lessons the following procedures must be followed:

1. Clothing

Pupils should wear appropriate clothing for PE activities:

- a) Games: Red T shirt, black or navy shorts. Tracksuits can be worn in cold weather. Appropriate footwear is needed for games on the field, particularly when wet.
- b) Athletics: Red T shirt and dark shorts, pumps or trainers.
For protection against sun, a hat and sun block is recommended.
- c) Gymnastics: Red T shirt and shorts as above, and bare feet.
- d) Dance: As for gymnastics.
- e) Swimming: Swimming costume or trunks (not shorts), hat for long hair.

Safety Guidance for all Physical Education Activities

1. Entry in to the Hall/on the Field

Children must never enter the hall /the field area/swimming baths unaccompanied. The teacher must always be first. (See Risk Assessment for the Pool)

2. Apparatus

- a) Safe procedures for pupils handling and moving apparatus must be taught and adhered to at all times.
- b) Apparatus must be regularly inspected to maintain good order and safe practice. This includes static and mobile apparatus.
- c) Strict guidelines must be followed for epilepsy (to be obtained through the County Council)

3. Hall

- a) All staff must check hall surface (and be familiar with CPS Hall Risk Assessment) before commencing PE activities.
- b) No staples or drawing pins must be left in the hall from display boards.
- c) After dinner/supervisory staff must check the Hall floor for wet or slippery patches before you commence your activities.

4. Injuries

- a) All PE accidents are to be reported in the Accident Book and the LEA accident form completed.
- b) Parents must be notified of all accidents.
- c) Any minor injuries are to be recorded by the class teachers.

5. Risk Assessments

- a) All staff to be familiar with the specific Risk Assessment for the area of the school that the lesson will take place. There are 4 Risk Assessment areas- the Halls, the Playground, the Field and the Swimming Pool.

The teacher should be made aware of any new or short term medical conditions of a child, by the parent.

6. Personal effects, including jewellery and cultural or religious adornments

“Personal effects, such as jewellery, religious artefacts, watches, hair slides, sensory aids and so forth, continue to pose difficulties in schools since such items should, ideally, always be **removed** to establish a safe working environment.” Safe Practice in Physical Education and Sport, 2012 Edition, page 90, section 3.5.58

“...Staff should always give a verbal reminder to students and, where necessary, visually monitor the group and/or individuals. Particular vigilance may be required when dealing with body jewellery. If they cannot be removed, staff need to take action to try to make the situation safe. In most situations, this may mean adjusting the activity in some way or, where a risk assessment allows, protecting the item (eg a medical bracelet) with tape, padding or a wrist band. Taping over ear studs may offer a measure of protection in some physical-activity situations where individuals are required to work within their own personal space. However, the amount of tape used needs to be sufficient to prevent the stud post penetrating the bone behind the ear should an unintentional blow be received from someone or some item of equipment, such as a ball. Where taping is utilised, the teacher supervising the group maintains the legal responsibility to ensure the taping is effective in its purpose. Staff are not required to remove or tape up earrings for students. Students should come ready for the lesson, preferably with earrings removed or adequately taped.

If the situation cannot be made safe, the individual student(s) concerned should not actively participate. **Alternative involvement** in the lesson should be made possible.” Safe Practice in Physical Education and Sport, 2012 Edition, page 30/31, section 2.3.51

“The wearing of sensory aids, such as spectacles or hearing aids, will usually be determined by the nature of the activity (eg activities involving physical contact may not be appropriate.) Where the sensory aid needs to be worn for safe participation by the individual, then the staff, wherever possible, need to **amend** the activity (such as providing more space and time) or the equipment (such as using a soft ball instead of a harder one) in order to seek to make participation with the sensory aid safe for the wearer and others in the group.” Safe Practice in Physical Education and Sport, 2012 Edition, page 31, section 2.3.53

“ **Long hair** worn by both staff and the students should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent it obscuring vision. **Nails** need to be sufficiently short to prevent injury to self and others.” Safe Practice in Physical Education and Sport, 2012 Edition, page 31, section 2.3.54

Specific Guidance for the Swimming Policy

All Teachers and TA’s visiting the pool are asked to familiarise themselves not only with the Safety Issues in the latest version of the ‘Motivational Award Scheme Staff Handbook’ but also the ‘Normal Operating Procedures’ (NOP) and ‘Emergency Action Plan’ (EAP.)

Safety considerations for pupils:

1. Hats

“Students with long hair should wear caps to prevent vision being affected (this will also reduce the amount of hair that becomes trapped in the grilles and filters.)” Safe Practice in Physical Education and Sport, 2012 Edition, page 205, section 5.2.22

There are a few school pools which have their own rules requiring all users to wear swimming hats – if so, these rules must take precedence.

2. Swim wear

“Loose clothing for swimming is not advised, other than during skills tests in controlled situations, due to the drag created, which may adversely affect the confidence of weaker swimmers.” Safe Practice in Physical Education and Sport, 2012 Edition, page 25, section 2.3.

“Swimwear should be suitable for purpose. For reasons of safety, swimwear should be sufficiently tight fitting to allow freedom of body and limb movement without causing unsafe water resistance.

Cultural or religious sensitivity needs to be demonstrated, but staff should ensure the correct balance between safety, cultural requirements and the need to be able to see the limb movements of pupils to ensure appropriate learning and safe practice.” Safe Practice in Physical Education and Sport, 2012 Edition, page 204, section 5.2.21

3. Goggles

“Swimming goggles are recommended when swimming at competition level, and for extended, regular training sessions. They can help maintain the required body position and improve vision through the water. In contrast, within short curriculum lessons (typically 20-25 minutes’ water time) for beginners, or for single, short races in school galas, goggles are not considered to be essential.” Safe Practice in Physical Education and School Sport, 2008 Edition, page 271, section 26.2.55. Safe Practice in Physical Education and Sport, 2012 Edition, page 94, section 3.5.82

“When goggles are used, they should be made of unbreakable plastic or rubber materials. The British Standard for the manufacture of goggles includes the requirement that the packaging should contain instructions regarding their putting on and removal. Students should be taught to remove them by slipping them off the head and not by stretching the retaining band as wet plastic is very slippery and may cause injury to the eye area. Where goggles are not properly fitted, they may mist up and adversely affect visibility.” Safe Practice in Physical Education and Sport, 2012 Edition, page 94, section 3.5.84

“Given the potential for injury, the teacher responsible for the group should have the prerogative to require any student to remove their goggles for reasons of safety if they constantly adjust or remove and replace them. The teacher is not responsible for fitting or adjusting a student’s goggles. Where a student does wear goggles, he needs to be able to carry out the task of fitting them independently.” Safe Practice in Physical Education and Sport, 2012 Edition, page 94, section 3.5.85

“In the rare instances where an individual has particularly sensitive eyes or wears lenses, schools should require a parental letter stating that the student has particular needs to warrant the use of goggles. Such a letter would have the status of simply being informative and would not constitute any form of indemnity should injury arise later through the misuse of the goggles.” Safe Practice in Physical Education and Sport, 2012 Edition, page 94, section 3.5.89

“When parents request the wearing of goggles because of their child’s particular need, the school should inform them that the teacher in charge retains the prerogative to require the removal of the goggles for reasons of safety.” Safe Practice in Physical Education and Sport, 2012 Edition, page 94, section 3.5.90

4. Staff must ensure that;

- All children with asthma must take their inhalers with them, even if they are watching.
- Care plans are taken to the pool, and a copy of the plan is given to the Staff at the pool.
- All children with epilepsy will need a ‘watcher’. Staff at the pool need to be informed about children with epilepsy and also given a copy of their care plan.
- All staff need a whistle.
- Staff must wear clean outdoor shoes or flip flops or wear shoe covers provided by the centre.
- If children are watching they must remain in the changing room until swimmers and staff enter the pool area and then they can go up to the viewing area.
- When teaching a group of swimmers an adult must remain with them at all times.
- If children need to return to the changing room they must be accompanied by an adult.
- Children who wish to wear goggles must provide a letter from parents stating that their child needs to wear goggles and they will take responsibility should a goggle related incident occur.

5. Emergency procedures

- If children are changing and two whistles sound they need to come out of the cubicle and line up in the changing rooms against the far wall, against the lockers. Children then need to be counted.
- If swimming and two whistles sound the children need to sensibly and quickly get out of the pool and line up quietly at the shallow end of the pool. They also need to be counted. If the emergency/fire is at the shallow end of the building the children will be instructed to line up at the deep end.
- When the children on the balcony hear two whistles they must come down the stairs and line up with the other children.

The Role of the Coordinator

The Headteacher, as instructed by the governors, has overall responsibility for provision of the curriculum but the nature of this subject requires the Coordinator to monitor, organise and support activities which are going on in and out of school through the provision of the required equipment and facilities.

Practical equipment is stored centrally in two sheds. It is the role of the Coordinator to check and update stock through the management of the PE budget.

The PE Coordinator is responsible for ensuring full coverage of the National Curriculum. This will be monitored by the collating of planning sheets and observing practice through the school's monitoring programme.

Assessment and Monitoring Opportunities

In P.E. assessment is an ongoing process where teaching staff are encouraged to evaluate the progress of children's learning by annotating weekly planning sheets. This informs the learning and teaching for future lessons. At the end of any unit of work children can be assessed against QCA expectations for the unit of work covered using core tasks. Children in Year 6 can be leveled against the core tasks and the information passed on to the high school.

Specific records will be kept by the class teacher for swimming awards and achievements and school sport representative achievements.

Attainment Targets in Physical Education

Range of Levels within which the Great <u>Majority</u> of Pupils are Expected to Work			Expected Attainment for the <u>Majority</u> of Pupils at the <u>End of the Key Stage</u>	
Years 1 and 2	Key Stage 1	Level 1-3	At age 7	2
Years 3,4,5,6	Key Stage 2	Level 2-5	At age 11	4
Years 7,8,9	Key Stage 3	Level 3-7	At age 14	5/6

Special Needs

It is the schools policy that every child should have the opportunity to participate in all P.E. activities at all ability levels. Every effort will be made to ensure that all lessons are differentiated to allow success for all children at their own level.

Children will be given the opportunity to develop at their own pace. These children who find some areas of physical activity difficult will be treated in a sensitive and thoughtful way and be encouraged to achieve their potential in a positive atmosphere and be given additional ancillary help where possible.

Multi-Cultural

Through dance and gymnastics in particular pupils will be made aware of the different styles of movement and activities that cultures from around the world provide.

Inclusion and Equal Opportunities

Inclusive Education is centered on the clearly identified needs of the child. We will seek to provide access to an appropriate Physical education curriculum which gives every child the opportunity, support and resources to achieve their potential (as per the School and LEA Inclusion Policy).

Children will be encouraged to ignore the stereotyping that often surrounds certain forms of physical activity and be allowed to participate in all areas of the P.E. curriculum.

Dyslexia Friendly School

As a 'Dyslexia Friendly School' we will endeavour to find the way that an individual learns best and then try to adapt the learning environment and teaching style to encourage more effective learning.

Basic Skills Statement

Basic skills are the key to all learning. At Cheadle Primary School we recognise that all subjects in the curriculum can be used to develop and nurture these necessary skills.

We aim to incorporate the teaching of Basic Skills throughout the curriculum in order to enable Cheadle Primary's children to acquire the ability to read, write and speak English and use Mathematics at a level necessary to function at work and in society in general.

Extra Curricular Activities

It is Cheadle Primary School's policy to provide as many lunch-time and after school clubs as possible regardless of ability.

At present, throughout the school year, the following clubs run: football, netball, tag-rugby, athletics, cross country, gymnastics, kwik- cricket, rounders and athletics.

The school is part of the 'Cheadle and District School Sports Association' (CADSSA) which organises regular inter school matches and tournaments throughout the school year.

Through team sports and competition, Cheadle Primary aims to develop positive attitudes of fair play, honest competition and good sporting behaviour, and to enjoy the challenge of physical exercise and the fun of participation in sport.