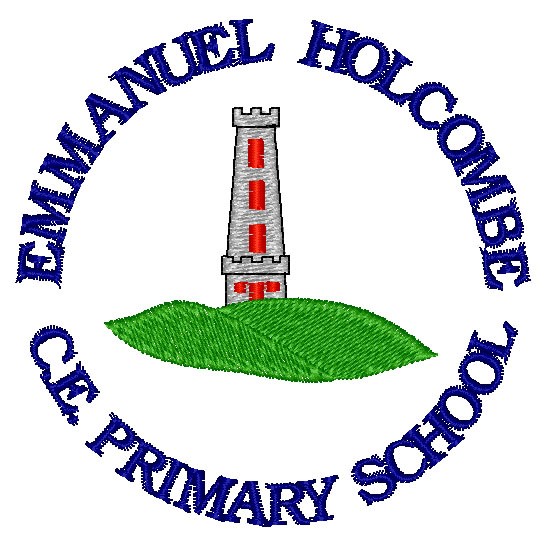
Emmanuel Holcombe PE policy

****

Date of Policy: May 2020 Date of Review: May 2021

**Vision Statement**

Jesus came to give us life in all its fullness. Our vision is that through faith, family and friendship, each of us can grow in love and learning, being tolerant, having resilience and developing enquiring minds, so that we can all experience the abundance Jesus came to give us.

**Rationale and Ethos**

This policy recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement, influencing attendance, behaviour and pupil attainment.

At Emmanuel Holcombe Primary School, we believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil’s physical and emotional development and health. The physical education curriculum aims to provide for pupils’ increasing self- confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil’s needs and abilities.

**Aims of PE**

* Provide learning situations in which all pupils will be able to develop their physical ability to the full
* Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
* Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance
* Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle. (Knowledge and understanding of fitness and health).
* Develop positive attitudes towards participation in physical activity
* Provide a safe learning environment for physical activity and an understanding of the need for safety
* Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour.
* Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement
* Promote equal opportunities for all and value the contribution of other irrespective of gender, ability, social/cultural background
* To develop links between Physical Education and other aspects of the curriculum
* Solve problems and find alternative solutions to physical challenges on their own and with others
* Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
* Develop their ideas in a creative way
* Set targets for themselves and compete against others, individually and as members of a team
* Understand how (and be able) to persevere, succeed and acknowledge others' success
* Take initiative, lead activity and focus on improving aspects of their own performance
* Discover their own aptitudes and preferences for different activities
* Make informed decisions about the importance (and value) of exercise in their lives
* Be given a firm foundation for life-long participation in sporting activity

**Entitlement and Progression**

In **foundation stage** the prime areas of learning are:

* communication and language
* physical development
* personal, social and emotional development

The specific areas of learning are:

* literacy
* mathematics
* understanding the world
* expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

* master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

In **Key Stage 2** pupils should continue to implement 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, catching and throwing in isolation and in combination
* Play competitive games, modified, where appropriate, which utilise the same skills needed in other sports such as basketball, cricket, football, hockey, netball, rounders, 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 children must have access to swimming instruction in either key stage 1 or 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 such as front crawl, backstroke and breast stroke
* Perform safe self-rescue in different water based situations

**Attitudes**

* To encourage the development of resilience and positive attitude.
* To encourage open mindedness, self-assessment, perseverance and responsibility.
* To build the children’s self-confidence, allowing them to work independently.
* To develop our children’s social skills and teamwork.
* To provide our children with an enjoyable experience of science, so that they will develop a deep and lasting interest in physical activity.

**Teaching Aims**

* Physical Education should be taught in an imaginative, purposeful, well managed, safe and enjoyable way.
* Teachers should give clear and accurate instructions, modelling the skills effectively.
* Links should be made with other subjects. E.g. Science, Maths, etc.
* The children should be given time to study the main areas of the PE curriculum.
* They should be given opportunities to practice their skills and to work in teams.
* Teaching should occur both in and outdoors.

**How PE is structured at Emmanuel Holcombe**

The teaching of Physical Education will be carried out using a two year cycle (See PE Curriculum Overview). Each half term the children will be given a different topic. e.g. Gymnastics

At Emmanuel Holcombe Primary School, with aim to deliver two hours of high quality PE per week which is inline with government guidelines.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| KS1 | | | KS2 | | | |
| REC | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| 90 | 120 | 120 | 120 | 120 | 120 | 120 |
| For relevant year groups the times above include swimming sessions. | | | | | | |

PE sessions are matched to the main hall timetable. Dependent on the activity, the staff will decide whether the session will be taught inside or outdoors. Whenever possible the staff will try to take the children outside. This allows them a greater access to more space.

Links should be made between PE and other subjects wherever appropriate.

**Class Organisation**

The majority of lessons will be delivered using the Twinkl Move PE scheme. All lessons need to include the following key components:

* **Warm Up – Pulse raising activity**
* **Exploratory / progressive skills development activity**
* **Using and applying those skills**
* **Plenary / Cool down**

The importance of a warm up / cool down will be explained to the children. Skills development activities will be differentiated by task and outcome as appropriate to the child’s level. Using and applying will enable the children to use their skills in a different context. Children will have the opportunity to work individually, in pairs and in groups.

It is essential that Learning Objectives are shared with pupils at the beginning of each session. This can be done either in classroom or in the chosen learning environment before the session begins. Children must also be aware of how to achieve success in the lesson as they would in any other subject.

**Out of school hours learning (OSHL)**

OSHL activities are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. Pupils will be provided with information about local clubs and where possible provided with taster sessions.

At Emmanuel Holcombe Primary School we celebrate our sporting achievements both inside and outside of school during our assembly on a Friday and on newsletters.

**PE Changing**

When changing for PE, KS1 pupils will change together in their classrooms. KS2 pupils will come to school in their blues kit. After changing for PE children should place their school clothing into their PE bag.

**School PE Kit**

In the interest of health and safety appropriate kit should be worn for P.E. activities.

**Indoor clothing**

* Plain white T-shirt,
* Dark shorts
* Black pumps.

**Blues clothing**

* Plain white t-shirt
* Blue tracksuit bottoms
* Trainers
* A blue school jumper

Earrings should be either removed or taped up before PE sessions.

**Failure to produce appropriate kit**

Staff will encourage and support all children to meet the requirements. The staff monitor pupils not actively taking part in the lessons or not bringing their kit, children will play the role of coach or secret stats collator. In repeated instances, parents will be informed.

**Staff Dress**

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear.

**Assessment and Recording**

* All topics should be assessed at the completion of the topic.
* These assessments should be recorded an the PE assessment grid.
* Assessments should be placed in the class assessment folder and given to the PE co-ordinator.

**The role of the PE Co-ordinator**

* To review changes to the National Curriculum and advise on their implementation.
* Attend relevant CPD courses and inform the staff of anything that has been learnt.
* Arrange staff meetings to discuss key themes.
* Carry out an audit of the schools resources and organise an effective storage system.
* Collect assessments for PE.
* To liaise with other PE leads to create a network.
* To write and review the school’s action plan for PE.
* To enter the school in appropriate sporting events.

**Health and Safety**

Children should be taught the correct and safe way to use equipment and resources. A risk assessment should be carried out if the children are doing anything that requires one. It is the teacher’s responsibility to ensure any PE lessons carried out are done so in a safe way.

**Equal Opportunities**

The PE curriculum adheres to the Emmanuel Holcombe Equal Opportunities Policy. The PE curriculum takes into account issues of difference: gender, race and ethnicity, and class.

**Inclusion**

Central to the ethos of teaching of PE at Emmanuel Holcombe is the belief that a key benefit of teaching physical education at a very young age is its inclusivity. We believe that all children, whatever their abilities and needs, take away something positive from lessons, as they all share the common experience of learning something new together.

**Parents**

Parents are encouraged to be a part of their child’s PE education. Work will be shared at parent’s evenings, in class assemblies and through theme weeks or days. Experiences will be shared and celebrated via tapestry, seesaw and twitter. Parents and carers are invited and encouraged to attend all of these assemblies and theme weeks throughout a child’s time at Emmanuel Holcombe.