



P.E. and Sport Policy

The Federation of Fryern Infant and Junior Schools

Article 6: All children have the right to life and governments should ensure that children survive and develop healthily.

Article 31: All children have to right to relax and play and to join in a wide range of activities.

RATIONALE

Physical education, when experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's physical and emotional health development and well-being. Physical education develops pupils physical competence and confidence and their ability to use these to perform in a range of activities. It promotes physical skillfulness, physical development and knowledge of the body in action. It provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in teams. It promotes positive attitudes towards active and healthy lifestyles.

KEY CONCEPTS

Physical education involves pupils in the continuous process of acquiring and developing skills; selecting and applying skills, tactics and compositional ideas; knowledge and understanding of fitness and health; and evaluating and improving performance. Through the PE programme children should have the opportunity to meet the physical education and school sport high quality outcomes:

- Children show commitment to PE and school sport
- Children know and understand what they are trying to achieve
- Children understand that PE and school sport are part of a healthy, active lifestyle
- Children have the confidence to get involved
- Children willingly participate in a range of activities
- Children think about what they are doing and make appropriate decisions
- Children Children show desire to improve and achieve
- Children have stamina, suppleness and strength
- Children enjoy PE and school sport

Aims

- To ensure that the standard of teaching and learning in P.E is consistently good or outstanding so that children make sufficient progress
- To increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics.

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- To ensure the P.E curriculum is inclusive and opportunities for participation in extra-curricular sport are available to all pupils.
- To ensure that children are given the opportunity to take part in competitive sport (both inter-school and intra-school)
- To increase awareness and promote a healthy lifestyle including educating pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health.

Curriculum

- The planning and assessment provided for each unit will be used to ensure progression across both key stages.
- The PE curriculum will be broad and will provide opportunities to take part in a range of activities including opportunities that will appeal to less active children.
- P.E and sport will be linked with other curriculum areas such as RRR, PSHE and ICT.
- Two hours of P.E should be taught each week.
- In addition all children have the opportunity to join in with a variety of extra-curricular clubs run by staff and outside agencies. This gives them the opportunity to develop their skills, enjoy performance and encourages sport as part of a healthy lifestyle.

Good teaching practice

- Lessons should be active and children should find them physically demanding.
- Progress should be systematically assessed throughout the lessons using AfL including children reflecting on their own progress.
- Activities should be differentiated for higher and lower attaining pupils – this should be led by assessment.
- A range of strategies is used for modelling (including teacher led, child led, using ICT)
- Teachers should find opportunities for competition with in whole units and lessons. Intra-school competitions will be undertaken at the end of some units.

Assessment

- Teachers will use the assessment tools provided with planning in order to assess pupils formally at the **beginning** and **end** of each unit. This assessment will be monitored by the subject leader and will be made available to teachers in subsequent years.
- AfL strategies should be used in all lessons to differentiate, supporting lower attaining pupils and challenging higher attaining pupils.
- Children should be given opportunities to regularly reflect on their own progress and the progress of peers.
- Subject leaders will monitor the quality of teaching and learning through lesson observations, work sampling and pupil conferencing.

Extra-curricular sport

- A range of extra-curricular sporting opportunities will be provided to all children, including children with special educational needs and less active children.
- Teachers and subject leaders will promote the value of extra-curricular and encourage children to see it as part of living a healthy lifestyle.
- The participation of groups and individuals in extra-curricular will be regularly monitored and reported to governors

Competition

- Planning and teaching should allow regular opportunities for competition
- Intra-school competitions will be arranged and points will contribute to the house team total for the 'school games day'.
- Children will be given the opportunity to compete in inter-school competition in a range of sports and participation will be monitored.
- Success in extra curricular sport will be celebrated through assemblies

Inclusion

- Ensure that tasks are differentiated for children with special educational needs related to participation in P.E or sport.
- Ensure that appropriate resources/equipment are used for children with particular needs.
- Where appropriate, teaching should be adapted to ensure the safety of all children.
- Children who cannot in the short term be physically active such as those with injuries, long- term illness etc. should be involved in the non-performance aspects of the activity. They can work with individuals or groups helping with the evaluating and improving aspects of the tasks.
- All children are expected to participate. If children forget their kit, spare kit from lost property should be used. If children are injured they must have a note from parents or they should take part.
- Higher attaining pupils should be identified during assessment opportunities and activities should be differentiated accordingly. To stretch higher attaining pupils teachers could: set challenges that are time bonded or involve a level of competition or setting personal bests; use higher attaining children to help coach; develop extension activities; support able pupils through talk and questioning and discussion of tactics or technique; encourage extra-curricular sport. The school should ensure that these pupils are targeted for competitive sport opportunities additional to the curriculum. Parents should be made aware that their child has been identified as higher attaining.

Links to SMSC and healthy lifestyles

- We will ensure that our curriculum includes specific teaching of issues surrounding healthy lifestyles and the benefits of sport in general.
- As an RRR school, we will plan opportunities in the curriculum that link to article 6 and 31 of the UN convention on the rights of children.
- We will encourage children to take part in schemes like 'Bike-it' and 'Walk to school', which are designed to promote healthy lifestyles, will encourage children be healthy.

Pupils will be taught:-

- 1. How exercise affects the body in the short term.
- 2. To warm up and prepare appropriately for different exercises.
- 3. Why physical activity is good for their health and well-being Pupils should be encouraged to develop active lifestyles that can be maintained throughout adult life.

Further information on how the Sport Premium Funding is being used is available on the school website.