



Waterloo
Primary Academy

Physical Education Policy

Approved & Adopted: September 2016

Responsible Personnel: Robbie Jordan/Dave Woodcock

Policy Last Reviewed/Approved: January 2024

Review Period: Annual

Review Date: January 2025



Contents

| | |
|--|----------|
| Introduction..... | 3 |
| Rationale..... | 3 |
| Aims | 3 |
| Staffing and Staff Development..... | 3 |
| Pupil Entitlement..... | 3 |
| Foundation Stage..... | 3 |
| Years 1 | 4 |
| Years 2 - 6..... | 4 |
| Wet Weather..... | 4 |
| Out of School Hours Learning..... | 4 |
| Safe Practice..... | 4 |
| Code of Dress | 5 |
| Staff | 5 |
| Cross Curricular Issues..... | 5 |
| PSHE and citizenship..... | 5 |
| Numeracy | 5 |
| Language and communication | 5 |
| Information, communication and technology..... | 5 |
| Science – Life processes and living things | 5 |
| Music..... | 5 |
| Equal Opportunities (See School Policy)..... | 6 |
| Children with Special Needs (See School Policy) | 6 |
| Gifted and Talented (G & T) | 6 |
| Equipment and Resources..... | 6 |
| Monitoring and Evaluation..... | 7 |
| Assessment and Recording..... | 7 |

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Physical Education at Waterloo Primary Academy. This policy has been reviewed in 2024 due to changes in how we teach PE and will next be reviewed in 2025. This policy should be read in conjunction with the policies on:

- Teaching & Learning
- Inclusion
- Behaviour (regulation and wellbeing) Policy
- Assessment and Record Keeping
- Equal Opportunities

Rationale

Physical Education offers opportunities for children to become skilful performers who acquire and develop skills with increasing competence and confidence in a range of physical activities. They develop their ideas in a creative way, learning how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking. Children are able to set targets for themselves and compete against others both individually and as team members

Aims

Our aim is to deliver a high quality physical education programme, which promotes physical competence, self-esteem, confidence and tolerance. We aim for children to take the initiative, lead activity and focus on improving aspects of their own performance. We also aim to provide children with an opportunity to extend their physical skills through extra-curricular activities that draws upon the skills taught in the curriculum and help forge links between the school and the community. Above all, children will develop positive attitudes to participation in physical activity and will make informed decisions about the importance of maintaining an active lifestyle.

Staffing and Staff Development

Staff receive professional development through inset within school and through several sporting organisations.

Our external Sports Coaches, with the support of support staff, are responsible for the delivery of the PE curriculum. The areas for development are reviewed throughout the year. Robbie Jordan oversees the provision of PE, as PE Lead.

Pupil Entitlement

We are currently providing each child access to two hours each week of high quality PE within the curriculum. We also aim to provide a further hour of extra-curricular physical activity; accessible to every pupil, each day. This is accomplished by running Lunchtime Football, After School Sport Clubs and through our sporting competitive teams.

Foundation Stage

Physical development has links with all seven areas of learning in the Foundation Stage. Children have the opportunity to improve skills of co-ordination, control, manipulation and movement in both indoor and outdoor environments. They gain experience through a range of planned, structured play situations in order to develop the skills that promote their own physical development.

In addition to this, children also have an indoor hall session once a week in which they follow a scheme of work and time-tabled sessions in the outdoor area.

Years 1 - 6

Each year group are allocated a full afternoon to participate in a high quality PE session and rotate the focus of skills every three weeks.

When Year 5 have swimming lessons, there are alterations made to the time-table. Swimming sessions are included in the two-hour provision.

Building on previous experiences from the EYFS, children have the opportunity to practise new skills across a range of activities such as, dance, gymnastics, games, swimming, athletic and outdoor adventurous activities. Over time and through practice, their movements and skills become more accurate and controlled. They learn to pace themselves in challenge activities. They use creativity and plan their own gymnastic sequences. They learn how to improve through observation and discussion. The children learn about rules and conventions of taking part in different activities safely and why exercise is important to their well-being.

The children are given opportunities to work alone, in pairs and small groups and are encouraged to use space safely.

Wet Weather

In poor weather conditions PE will take place in both the Main Hall and Sports Hall to ensure the allocated PE slot is used effectively.

Out of School Hours Learning

After school there are many opportunities for key stage 1 and 2 children to develop their skills further by taking part in a variety of activities and sports. Furthermore, children in Years 5 & 6 are given the opportunity to experience an outdoor adventure residential.

By providing alternative sporting opportunities, we aim to cater for a range of children's interests. The delivery of the sports clubs are led by our external sport coaches, academy staff and external organisations.

Pupils access sports clubs, coaches, sports development officers and extra-curricular activities are provided by Sport Blackpool. Throughout the year, we take part in a range of other community events. We also inform children of activities offered out of school hours at sports centres/colleges.

Safe Practice

As in all aspects of school life it is expected that teachers and sports coaches should do everything that is reasonably possible to minimise any risk to the health and safety of the pupils and themselves.

Obvious examples include ensuring that children have the right footwear for PE. Bare feet are the norm for dance and educational gymnastics, unless there is a suitable medical reason. Trainers are not considered suitable for indoor activities since children cannot feel the equipment through the thick soles. Under no circumstances should socks or tights be worn indoors, without suitable footwear.

All jewellery should be removed. Children should be encouraged to have ears pierced during the long 6 weeks break. When earrings or religious jewellery cannot be removed plasters or surgical tape may be worn. (See school prospectus).

Teachers and sports coaches should ensure that all the activities are suitable to the age and ability of the children concerned and that special consideration is given to any children who might have a greater difficulty than others in coping with the activities. Reasonable adjustments should be made to ensure that all pupils can access PE sessions.

Any defects in equipment or fittings should be reported immediately to the PE team and steps should be taken to alert other members of staff to the problem.

As with most things in school, adopting a common sense approach should be sufficient to prevent the majority of incidents, but staff should be aware at all times of the dangers of complacency and the importance of on-going risk assessment. Staff should not be afraid to cancel or curtail some or all of the activities, if they could potentially compromise safety.

More details can be obtained in the Blackpool Borough Swimming Policy and the Safe Practice in P.E. and Sport book held by the PE Lead (currently, Robbie Jordan).

Code of Dress

Pupils

Children are encouraged to attend school on their PE day wearing the PE uniform. This consists of Waterloo shorts, t-shirt and outdoor tracksuit. Children must have their hair tied up.

When children have forgotten their kit, spare kit is provided where possible. Children regularly without kit should have a standard kit letter sent home to parents. If parents are struggling to provide a suitable PE kit, they should be directed to The Haven.

Staff

All staff should wear appropriate footwear i.e. trainers or bare feet. Sports clothing should be worn for PE sessions.

Cross Curricular Issues

PE contributes to the development of other areas of the curriculum. Here are some examples.

PSHE and citizenship

- to work with others, listening to their ideas and treating them with respect
- co-operate and collaborate with others, in teams and groups, to achieve a goal together
- develop an understanding of fair play and fairness through knowing and applying rules and conventions
- develop a respect for, and positive attitudes towards the environment and their own health, safety and wellbeing
- learn to recognise and value physical differences, abilities and aptitudes, and to find ways of accepting and including all

Numeracy

- problem solving

Language and communication

- develop their language skills through working with others to plan and evaluate work
- use correct terminology to pass information on to others
- read diagrams, maps and instructions that explain what they can do or where they must go

Information, communication and technology

- extract information from databases, CD-ROMs and the internet about techniques and skills that they can use
- extract information from the internet about where they can go to get involved in physical activities and sport

Science – Life processes and living things

- to know that taking exercise help humans to keep healthy
- to know that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs
- to know that humans have skeletons and muscles to support and protect their bodies and to help them to move
- to know the importance of exercise for good health

Music

- to explore, express and explain their ideas and feelings about music using movement, dance, expressive language and musical vocabulary
- to listen with concentration and to internalise and recall sounds with increasing aural memory
- to respond to a range of musical and non-musical starting points

Equal Opportunities (See School Policy)

All children take part in physical education irrespective of ability, race and gender.

Children with Special Needs (See School

All children with special needs take part in physical education. Children complete the activities within their ability, some with adult support.

Gifted and Talented (G & T)

Pupils are recognised as G&T when they demonstrate high level ability within a full range of PE contexts, or have the potential to do so. We identify and provide opportunities for these pupils.

Equipment and Resources

All equipment is stored in allocated areas in and around school.

The PE co-ordinator is directly responsible for the ordering of equipment and resources.

Monitoring and Evaluation

The PE Lead and the external sports coaches are responsible for the standard of children's work and the quality of teaching in PE lessons. It is the responsibility of the PE subject leader to support colleagues in the teaching of PE, to be informed about current developments in the subject and to provide a strategic lead and direction for the subject.

Assessment and Recording

All PE assessments are recorded and carried out through the Amaven system. The system allows all parties: Teachers, Sports Coaches, Parents, and most importantly the pupils themselves, to access their assessment data. This then allows targets to be set that can therefore, be supported by all parties.

The assessment takes place at the end of each term. After the assessment data is obtained, discussions with pupils regarding their strengths, and to also discuss ways to improve will take place. PE staff should use this data to plan more effectively for differentiation within lessons. It will also allow staff to identify G&T pupils.