

BROWNHILL PRIMARY SCHOOL

PHYSICAL ACTIVITY
POLICY



BEVERLEY BLANCHFIELD

REVISED SEP 2010

Why do PE?

Physical Education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and to make choices about how to get involved lifelong physical activity.

The subject relates directly to the main aims of Brownhill Primary School and affords opportunities to develop self-confidence, independence, social competence, positive moral values, creativity, knowledge, skills and a delight in the joy of movement.

Aims

- To motivate each child so that they retain a lifelong interest in all aspects of PE and recognise the importance of living and maintaining a healthy life.
- To develop a range of physical skills.
- To develop stamina and strength.
- To express ideas in dance form.
- To develop an appreciation of fair play, honest competition and good sportsmanship.
- To develop an appreciation of the aesthetic qualities of movement.
- To learn how to cooperate with each other and work successfully in pairs, groups and teams.
- To develop physical and mental coordination, self control and confidence.
- To develop self-confidence through the understanding of one's own capabilities and limitations.
- To provide opportunities for a wide experience of physical activities.
- To be given the opportunity to develop areas of activity of their own choice in extra curricular time.

The curriculum

The National Curriculum has established the content of a programme of PE. It is split into two main sections. Firstly there is the knowledge, skills and understanding of PE. This covers acquiring and developing skills, selecting and applying those skills, evaluating and improving performance and finally the knowledge and understanding of fitness and health.

These skills are taught through the breadth of study which covers six main areas of experience, which have been identified:

athletic activities;
dance;
games;
gymnastics;
swimming;
outdoor & adventurous activities.

At Key Stage 1 the programme should include the core activities of dance, games and gymnastics. At Key Stage 2 the core activities are retained and then at least two of either athletic activities, swimming and outdoor & adventurous activities added. Elements of the dance and gymnastics programmes are taken from the Primrose Education Syllabus and the TOP Gymnastics and Dance schemes.

Currently at Brownhill Primary School children in Year 4 go swimming for a term with Year 3 experiencing an introductory unit of a half term. Year 5 will go swimming for a total of one and a half terms. Provision must be made for pupils in Year 6 who are still non-swimmers to either attend sessions with Year 5 or inform their parents of the fact and ask them to take their child outside school time. This is particularly important because the inability to swim could be fatal. No other National Curriculum subject is like this. In Years 4 and 6 pupils will visit the Headingley Cricket School for coaching by players and staff of Yorkshire County Cricket Club. There will also be the opportunity for pupils to receive coaching from other outside agencies for games, dance and other curriculum areas. Outdoor and adventurous activities should be covered as part of the residential in Years 5 and 6 although other year groups could carry out certain activities in the locality around Brownhill Primary School.

In any year group elements from the subsequent or previous Key Stage "Activity Programme of Study" can be included to provide for the varying needs of pupils. For example, in the summer, Key Stage 1 have their own "sports" day. This could be seen as an opportunity to introduce or preview elements from the Key Stage 2 athletics programme. Or in the autumn term, a blustery walk can be an adventurous, entertaining and rewarding activity for Key Stages 1 and 2 alike.

What about the safety considerations?

PE must, by definition, have an element of rigour about it. However, it is the duty of the teacher, to ensure that all foreseeable risk is obviated. Care should be taken to ensure that pupils are introduced to activities in a carefully graduated and progressive way, in a controlled environment, yet with an element of challenge. Group sizes need to be carefully controlled and, as a general principle, it is preferable to have several small groups operating rather than one large one.

If there are any elements of doubt, reference should be made to the BAALPE¹ publication *Safe Practice in Physical Education or the Risk Assessment Appendices*.

What should the children wear?

¹ British Association of Advisers and Lecturers in Physical Education.

A change of clothing is important for PE, partly for reasons of hygiene but also to ensure that the clothing is suited to the physical activity. As a direct result of the hygiene aspects it is immoderate for pupils to borrow kit from their peers or a "spare kit box". Pupils should be reminded to take kit home after PE sessions and not leave it in the cloakrooms; this will improve tidiness and cleanliness in the cloakrooms and reduce the amount of "spare kit".

Suitable clothing for pupils indoors will include vest and pants (at Key Stage 1 only), shorts or cycling shorts and a tee shirt / vest or leotard (for both Key Stages). Bare feet indoors unless medical reasons necessitate the wearing of clean pumps or plimsolls. Tracksuit pants are ideal for those who prefer not to show their legs although these should not be worn for gymnastics. Pupils who follow the National Curriculum should always wear shoes to and from the hall. A jumper may be worn in the hall if it is cold, and then removed during the lesson.

Suitable clothing for pupils outdoors are as above with a sweatshirt or jumper for colder days and plimsolls or laced trainers. Hard-soled shoes or platform trainers must not be worn. Some specialist clothing may be required for certain curriculum areas, but parents should be informed beforehand. Separate changing for both sexes becomes crucial as maturity occurs and provision must be made for this in Years 5 and 6. There may be some occasions when it must also be made in other year groups.

What about jewellery?

In the interests of safety to all participants, **all items of jewellery must be removed for PE.** Parents need to understand that it is their responsibility to send their children to school adequately prepared for the normal school day. PE is part of the National Curriculum and every pupil is expected to take part. It should be suggested to parents that all jewellery be left at home on days when PE is on the timetable thus avoiding any likelihood of loss of such items. It is not the teacher's responsibility to remove earrings or for the safe keeping of them. It should be suggested to children that if they must have their ears pierced, they should have them done at the beginning of the summer holidays. Watches must be removed and may be either taken into the hall or locked in the teacher's stock cupboard. Some cultures require the wearing of certain clothing to conform to their religious traditions and beliefs. This should be recognised and discussed with parents in order that satisfactory arrangements may be made to enable their safe participation in PE sessions. Pupils who wear glasses should be warned of the dangers of being hit in the face etc. They should be asked to remove them if possible for all PE sessions.

What about long hair?

Safety and hygiene requires hair that is long enough to be tied back off the face; this applies to both boys and girls.

An information booklet for parents has been produced outlining what their child should wear for PE. This is available from the PE Coordinator.

What about the teachers?

Teachers should also be appropriately dressed with particular attention paid to footwear. It is the teacher's duty to set a good example to the whole of their class. Teachers also need to be familiar with any specific requirements for outdoor pursuits. These are listed in the

BAALPE² publication *Safe Practice in Physical Education*. When taking pupils to environments away from school premises, parental permission must be sought, adequate supervision arranged and checks made on appropriate insurance. They must also be aware of the School Accident Procedure as laid out below.

- 1) In the event of an accident, stop the lesson and send a child to the office for assistance.
- 2) Teachers should be made aware of any qualified First Aiders on the staff (Bev Ollerton, Maddi Thompson and Linda Ibbotson) and the location of the First Aid boxes (office).
- 3) Apply normal school accident procedures with the support of Sylvia Olbison.

Training and development

Those involved in teaching PE are keen to maintain their levels of expertise in PE and Swimming and attend any relevant courses that arise. In the last few years courses attended include Gymnastics Swimming Teachers Course, Appointed Persons First Aid and Wake up Shake up.

Inclusion

Teachers should ensure equal access and opportunity is provided for all pupils in PE. They should seek to foster respect for fellow human beings, question the stereotypes that limit children's achievements and challenge instances of sexism and racism. A broad and balanced PE programme needs to be delivered in a sensitive and thoughtful way.

PE lessons can pose a challenge to some children who have special educational needs. There are a number of ways to deliver physical activity with the aim of including young people who have a range of abilities. These include be modified, parallel, included or separate activities. Teachers need to decide on the most appropriate way to engage and involve children so that they learn and make progress. All of the above approaches are appropriate at different times and no one of them should be used to the exclusion of all others. Decisions should be made on what best suits the needs of the individual and class. The use of classroom assistants to support the teacher, individuals and groups can have a considerable and positive impact.

Details of how to include pupils with SEN into PE sessions can be found in the Youth Sport Trust's publication "Including Young Disabled People", which supports the TOP Play and BT TOP Sport schemes.

Time Allocation

The basic allocation allows for two sessions of PE per week. The actual time will vary depending on the activity being undertaken, for example, swimming. To maximise the amount of time for physical activity, consideration must be made for getting changed quickly and setting up and removing apparatus and equipment. For this reason, apparatus should always be replaced correctly after use and any damaged equipment reported to the PE co-ordinator immediately.

² British Association of Advisers and Lecturers in Physical Education.

No PE today?

It is intended that all pupils take part in PE. It is the theory that if a child is well enough to come to school, they are fit enough to do PE. However, certain medical conditions and genuine parental concern may prevent participation. In either event the parent must understand that a note is produced giving a clear reason for non-participation. These notes must be monitored and checked for consistency and regularity. Another reason for not taking part is lack of kit and it is unreasonable to borrow kit as outlined earlier. A child's parent should be informed if consistent or regular occurrences of this take place. Non-participants can be included in the lessons in other ways, such as officiating or observing and reporting on certain pupil's progress.

Assessment

Assessment is an ongoing and formative process. Pupils are observed and assessed on a non-formal level in the PE lessons by the teacher. In some year groups we are piloting the use of self assessment by children. They are regularly informed of good work during a lesson, and at times may be told that they lack effort or concentration. Pupils are also assessed by their peers through observation and correction exercises in Games or through critical analysis in areas such as Dance and Gymnastics. In addition to this parents receive written reports during the academic year and have the opportunity to attend at least 2 parents evenings to discuss the progress and performance of their child.

Out of Hours Learning

In addition to the broad and balanced PE curriculum programme within school time, at Brownhill Primary School there are a number of other extra-curricular activities such as football, gymnastics, hockey, circuit training and netball. These clubs are for two reasons and some considerations should be made for both. Firstly they should provide opportunity for the extension of the curriculum into club activities. This is predominantly for the social participant who simply wants to join in an activity that they have enjoyed and want to do more. Secondly the clubs are for the elite performer who wishes to train and compete at a higher level. It must be understood that these clubs are a bonus to the pupil and that the teacher is giving up their own time in order to offer them. As a result of this misbehaviour will not be tolerated with sanctions based on suspensions from matches and/or practices. Care must be taken to ensure safe, supervised and insured transport to away matches.

All the booklets and publications mentioned in the Brownhill Primary School Physical Education Policy are available in the staff room or from the PE Co-ordinator.

Teams

The school is involved in competition with several local schools. Inter School competition is predominately for children in Years 5 and 6, although some matches are organised for year 4 and 3.

In the winter term all matches are either Netball or Football and involve mainly years 6 and 5, although there are few year 4 fixtures e.g Tennis. In the Spring Term these same sports continue and Years 5 and 6 also gain experience of playing competitive Cricket matches.

In the summer term we compete in Cricket and Netball High five competitions with years 5 and 6.

Competition is not just restricted to school matches. We enter as many larger competitions as we can. We regularly enter the athletics and cross country competitions.

Appendices

- I) Rationale and Intended Learning Outcomes.***
- II) Scheme of Work.***
- III) Notes on the use of shinpads.***
- IV) Booklet to parents re. Suitable Kit.***
- V) Risk Assessments***
- VI) Out of hours Learning timetable.***

Appendix I – Rationales and Intended Learning Outcomes

Athletic Activities

Rationale

Athletic activities should be taught by basing the work on the basic principles of the activities rather than teaching specific adult events. The fundamental skills are running, jumping and throwing. The focus should be on improving personal performance rather than achieving pre-set standards or an over emphasis on comparing performances with those of others.

Intended Learning Outcomes specific to Athletic Activities.

- i) Pupils should practice and develop basic actions in running, jumping and throwing.
- ii) Activities should concentrate on improvement of height, speed, length, distance and accuracy.
- iii) Pupils should be given opportunities and guidance in measuring and improving their own performance.
- iv) Pupils should experience competitions including those made up by themselves.

Dance

Rationale

Dance is an integrating activity, which combines thinking, feeling and doing. It is unique amongst PE activities in its ability to create meaning and to communicate through movement. It offers a context for aesthetic education, for developing heightened awareness of qualities of line, form, design and dynamics and for making discerning judgements. It can also evoke imaginative responses in both the performer and the audience. Dance education involves three strands: Composing, Performing and Appreciating, each of which can be applied to the main PE strands of Planning, Performing and Evaluating.

Intended Learning Outcomes specific to Dance.

- i) To acquire control, co-ordination and versatility in the use of the body and help maintain flexibility and develop strength.
- ii) To develop a child's artistic and aesthetic awareness.
- iii) To extend each child's creative, imaginative and communicative powers through body movement.
- iv) To provide a medium which the child may use to give form to his or her growing, understanding and appreciation of the world.

- v) Pupils should have the opportunity to experience dance in a broad, cultural context including popular, traditional and historical forms.

Games

Rationale

Games sessions should give pupils opportunities to run, chase, dodge and change direction so that they will become more agile, alert and controlled in their use of space. Pupils should use apparatus and equipment of different shapes, sizes and weights so that they may develop the ability to throw, bounce, catch, strike, kick and travel. The games children play at this stage of their education should have teams and playing areas which are small enough to ensure maximum involvement and also experience success and satisfaction.

Intended Learning Outcomes specific to Games.

- i) To develop competence in body control in relation to specific games skills, including those involving apparatus and equipment.
- ii) To develop an understanding for the need for rules by formulating and playing to their own and those of others.
- iii) To develop an understanding of and an ability to employ defending and attacking strategies and tactics.
- iv) To develop the skill of playing alongside, with and against others.
- v) To cope with success and failure.
- vi) To develop concepts of fair play and safety.

Gymnastics

Rationale

The main aim of gymnastics is to develop the movement potential of each pupil through a wide range of activities using the floor and a variety of fixed and portable apparatus. It does this by setting open-ended tasks for the pupil to answer in their own way at their own level. These tasks are based on the basic actions of gymnastics, which are travelling, rolling, jumping, taking weight on hands, stillness or balance and climbing, hanging or swinging on apparatus.

Gymnastics in primary schools is not the formal teaching of specific, pre-determined, Olympic gymnastic movements. For example, pupils must not be asked to do headstands or forward rolls. If the child naturally does a forward roll during their task, they must be taught to do it properly. Information relating to this can be sought from the PE co-ordinator.

Intended Learning Outcomes specific to Gymnastics.

- i) To develop a wide range of body management skills concerned with control, co-ordination and versatility.
- ii) To assist and promote mobility, strength and suppleness.

- iii) To develop creativity and the ability to appreciate and evaluate the aesthetic qualities of movement.
- iv) To enable pupils to handle apparatus carefully, sensibly and safely.

Please refer to the BAALPE publication Safe Practice in Physical Education section 16 for details of safety implications and ideas.

Outdoor and Adventurous Activities (OAA)

Rationale

Outdoor Education is an integrated approach to learning which uses the outdoor environment as its classroom and its resources as learning materials. It has three main areas: outdoor pursuits, outdoor studies and a residential element. Outdoor pursuits give the pupils the opportunity to learn and develop physical skills appropriate to recreational pastimes performed out of doors. Outdoor studies promote academic learning related to the natural environment. The residential element can give the opportunity, often for the first time, for pupils to foster an understanding of personal and social responsibilities and lead a range of interpersonal skills. At Brownhill Primary School, OAA can be carried out throughout the school, but the major element of the curriculum should be carried out leading up to or during residential visits. Pupils in Years 5 and 6 are involved in residential visits, and time and thought must be given to the PE aspect of these visits.

Intended Learning Outcomes specific to OAA.

- i) To develop skills which will allow safe and confident movement in the outdoor environment.
- ii) To develop a spirit of enquiry and interest in the outdoor environment.
- iii) To participate in carefully structured, challenging and adventurous activities.

Please refer to the BAALPE publication Safe Practice in Physical Education section 17 and appendices 3, 4, 5 and 6 for details of safety implications and ideas.

Swimming

Rationale

Swimming is a crucial survival skill and an essential prerequisite for a range of activities in and around water. The initial focus should be on safety and confidence in the water. It may be that a child will never get another chance to learn to swim after they leave Brownhill Primary School, so this water confidence is salient.

Intended Learning Outcomes specific to Swimming.

- i) To develop water confidence.
- ii) To develop a variety of means of propulsion using arms, legs or both.
- iii) To develop an understanding of the principle of water safety and those involved in water based activities and activities near water.
- iv) To develop survival skills and knowledge.
- v) To explore different types of movement through the water including simple games.
- vi) To ensure each pupil can swim a minimum of 25m.

The class teacher should inform the pool staff as to what he/she wants the children to do. The pool staff should then teach the pupils how to do it, in collaboration with the class teacher.

It is essential that all teachers who take pupils swimming are familiar with the poolside emergency procedure and pass this on to the pupils. It must be understood that **the class teacher has the overall responsibility for the children at all times** and should liaise with the pool staff to outline the school's swimming policy.

Appendix II – Scheme of Work

	Autumn Term		Spring Term		Summer Term	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
Top Sport Bag	Basketball	Netball	Hockey	Rugby	Tennis	Cricket
Year 6a	Games* Fielding/Striking	Games* Fielding/Striking	Gymnastics QCA Unit 6	Dance QCA Unit 6	Dance QCA Link Unit	Athletics QCA Unit 3
	Gymnastics	Dance	Gymnastics	OAA@	OAA@	Games#
Year 6b	Dance QCA Unit 6	Gymnastics QCA Unit 6	Games* Fielding/Striking	Games* Fielding/Striking	Dance QCA Link Unit	Athletics QCA Unit 3
	Gymnastics	Dance	Gymnastics	OAA@	OAA@	Games#
Year 5a	Swimming ASA Scheme	Swimming ASA Scheme	Swimming ASA Scheme	Gymnastics QCA Unit 5	Dance QCA Unit 5	Games# Fielding/Striking
	Games#	Gymnastics	Dance	OAA@	OAA@	Athletics
Year 5b	Games# Invasion	Gymnastics QCA Unit 5	Dance QCA Unit 5	Swimming ASA Scheme	Swimming ASA Scheme	Swimming ASA Scheme
	Gymnastics	Dance	Games#	OAA@	OAA@	Athletics
Year 4a	Swimming QCA Scheme	Swimming QCA Scheme	Gymnastics QCA Unit 4	Dance Dance Workshop	Games* Fielding/Striking	Athletics QCA Unit 2
	Games#	Gymnastics	Dance	Games#	OAA~	Games#
Year 4b	Dance Dance Workshop	Games Net/Wall	Swimming QCA Scheme	Swimming QCA Scheme	Gymnastics QCA Unit 4	Games* Fielding/Striking
	Games#	Gymnastics	Dance	Games#	Games#	OAA~
Year 3a	Dance Time & Motion	Games Net/Wall	Gymnastics QCA Unit 3	Games# Invasion	Swimming QCA Scheme	Athletics QCA Unit 1
	Games#	Gymnastics	Dance	OAA~	Athletics	Games#
Year 3b	Dance Time & Motion	Games Net/Wall	Gymnastics QCA Unit 3	Games# Invasion	Athletics QCA Unit 1	Swimming QCA Scheme
	Games#	Gymnastics	Dance	OAA~	Games#	Athletics
Year 2a & 2b	Gymnastics QCA Unit 2	Games+ Invasion	Gymnastics Moving Ap'tus	Games+ Fielding/Striking	Games+# Net/Wall	Dance Time to Move Unit 2
	Dance	Gymnastics	Games+	Dance	Gymnastics	Games+
Year 1a & 1b	Gymnastics QCA Unit 1	Games+ Invasion	Games+ Net/Wall	Dance Time to Move Unit 3	Gymnastics Travelling	Games+ Fielding/Striking
	Games+	Dance	Gymnastics	Games+	Dance	Gymnastics
Year Ra & Rb	Games+ Invasion	Dance Time to Move Unit 1	Gymnastics Travelling	Games+ Net/Wall	Gymnastics Stopping	Games+ Fielding/Striking
	Gymnastics	Games+	Dance	Gymnastics	Games+	Dance

Key on next page

Key To Symbols

* = Session at Headingley Cricket School.

= *BT Top Sport* bag available.

@ = Sessions related to and including Residential Visits.

+ = *Top Play* bag available.

~ = QCA Unit of work available.

Gymnastics and Dance units are taken from the Primrose Scheme and the QCA Scheme. TOP Gym and Dance resources are also available.

Up-dated – July 2000 with respect to the new NC2000

Appendix III - Notes on the use of shinpads.

Due to recent contact with the Football Association, it has been brought to our attention that it is against the Laws of football for anyone not wearing the correct kit to play in a competitive match. The main part of this directive is with regard to shinpads. Law IV (1a) states that:

“The basic compulsory equipment of a player shall consist of a jersey or shirt, shorts, stocking, shinguards and footwear.”

And Law IV (2) states:

“Shinguards, which must be covered entirely by stockings, shall be made of a suitable material (rubber, plastic or similar substance), and shall afford a reasonable degree of protection.”

“For infringement of this Law, the player at fault shall be instructed to leave the field of play by the referee.”

The reason for shinpads is clear: to partly protect the player from any serious injury. The referee's job is to uphold the Laws of the game.

With regard to footwear, our preference is that all children wear football boots, as this will add to their protection. In a competitive match football boots are compulsory.

Anyone participating in after-school football practice or matches **must** follow the above rules. If they do not, they will not be allowed to take part.

If you have any questions about this, please do not hesitate to contact me.

Mrs B Blanchfield