Physical Education & Sport Policy

1. **Overview**

At Hornby St Margaret’s CE Primary School we recognise that Physical Education (P.E.) & sport are a crucial part of a child’s primary education and helps them to lead full and active lives. We aim to provide opportunities that will develop physical, personal and social skills. P.E. is a foundation subject in the National Curriculum and six areas of activity are offered: games, gymnastics, dance and at Key Stage 2 athletic activities, outdoor and adventure activities, swimming activities and water safety. Physical Development and Creative Development in the Early Years Foundation Stage also include aspects of movement and development of motor skills included in this policy

1. **Aims**

We aim to:

* enable pupils to realise their full physical potential
* develop basic physical skills, improve body awareness and promote physical development
* enable pupils, through experience, to know about and value the benefits of participation in physical activity at school and throughout life
* develop an appreciation of skilful and creative performances across the areas of activity
* develop problem solving skills e.g. by giving pupils the opportunities to make up and refine their own games
* establish self esteem through the development of physical confidence
* develop interpersonal skills e.g. by helping pupils to be aware of their roles as members of teams and groups and taking account of others’ ideas
* develop an appreciation of the principles of safe practice

1. **Objectives**

In P.E. all pupils should be taught with reference to the following areas:

**The promotion of physical activity and a healthy lifestyle.**

* to be physically active, to adopt the best possible posture and develop the appropriate use of the body
* to sustain energetic activity and appreciate the effect of exercise in maintaining flexibility, muscular strength and endurance
* to be aware of the need for personal hygiene in relation to rigorous physical activity

**The developing of positive attitudes.**

* to observe the conventions of fair play, honest competition and good sporting behaviour as individuals, team members and spectators
* to understand and cope with a variety of outcomes including both success and failure
* to appreciate strengths and weaknesses in themselves and others in relation to different activities
* to try hard to consolidate their performances

**The promotion of safe practice.**

* to respond readily to instructions and signals within established routines
* to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition
* to understand the safety risks of wearing inappropriate clothing, footwear and jewellery
* to understand why particular clothing, footwear and protection are worn for different activities to know how to lift, carry, place and use equipment safely
* to understand the importance of warming up for and recovery from exercise, thus preventing injury

1. **P.E. in the Early Years Foundation Stage**

We believe that a young person’s development is inseparable from all other aspects of development because they learn from being active and interactive.

Effective Learning involves:

* giving children plenty of time to explore, experiment and refine movements and actions unhurriedly
* provide a safe, well planned and resourced environment
* supporting other areas of learning through physical activity
* children using and learning through all their senses
* building on children’s developing skills to promote confidence and independence

Effective teaching requires:

* providing opportunities for regular physical activity indoors and outdoors
* ensuring that space is safe to use
* offering a range of stimuli for movement, such as action rhymes, stories, music and props
* introducing the vocabulary of movement and words of instruction
* teaching directly skills such as picking up bulky objects, getting onto the bike or responding to signals
* providing a range and sufficient quantity of small objects to handle
* countering stereotypical behaviours that hinder children’s development
* ensuring that suitable clothing and footwear are worn for indoor and outdoor activities

1. **Organisation**

The PE curriculum is organised as a separate subject though dance and gymnastic activities may be related to topic work. PE is the most firmly timetabled element of the curriculum because of the need to use hall/outside space/venues. PE is taught throughout the school year but not all areas of activity are covered each term.

Within this framework the Infants have two PE lessons per week. Reception children have additional activities both indoors and outdoors including activity games related to other curriculum areas.

Years 3/4/5 swim at Hornby Swimming Pool in the autumn and spring terms. The juniors have a further PE lesson in school. This is taught by Morecambe football club in the autumn, Dance teachers in spring and the class teacher in the summer.

1. **Assessment**

It is intended that assessment should be as simple and straight forward as possible and should be based on teachers’ own judgement of pupils’ performance. Individuals are assessed near the end of each unit of work and at the end of the school year and a short written report is given to parents which focuses on each child’s:

* control, co-ordination and mobility
* skill and confidence in a range of physical activities
* co-operative skills

Feedback to pupils about their attainment and progress is given regularly during lessons. The children are encouraged to appraise their own progress.

1. **Dress Code for health and safety**

All children should change for PE lessons into appropriate clothes i.e. Shorts and t-shirts.

* no tracksuit bottoms or leggings to be worn indoors when using apparatus
* jewellery should not be worn, this includes all earrings. If children have new earrings that cannot be removed for six weeks then they should be covered by tape during PE.
* staff should be appropriately attired for the activities to be undertaken

The health and safety reasons for this should be emphasised and the responsibility for remembering kit should be fostered.

1. **Equal Opportunities**

We believe that all children, irrespective of physical ability, race, gender, creed or stage of achievement have the right to reach their full potential in PE and achieve enjoyment, satisfaction and success at their own level. Both boys and girls should have the opportunity to try all sports.

1. **Special Needs**

Lessons and activities should be broad enough to enable pupils with special educational needs to take part whenever possible. Where there is a specific health problem e.g. diabetes, asthma, staff should be aware of the problem e.g. need to eat before a lesson, need for inhaler.

Children, who do not enjoy PE because they are self-conscious, aware of physical difficulties or are simply unfit, need constant encouragement to join in and hopefully enjoyment will follow with the realisation that there are some aspects of games/PE they do like and can make progress in.

**10. School sport and outdoor opportunities**

Children take part in sport in a variety of different ways:

* Events at local cluster school tournaments
* Tournaments and participation events based at clubs, such as Kirkby Lonsdale Rugby Club or Lancaster Cricket Club
* After school sports clubs such as multisport and golf
* Termly visits to Tower Wood Outdoor Centre or local outdoor activities such as Forest School.