

Great Tew Primary School's Physical Education Policy Statement

Written January 2015 Review Date January 2017

Purpose of Physical Education Programme

This School believes that Physical Education, experienced in a safe and supportive environment, plays a unique and vital contribution to a pupil's physical development and well-being. We believe that our high-quality physical education curriculum **inspires** all pupils to **succeed** and **excel** in **competitive sport** and other **physically demanding activities**. It provides opportunities for our pupils to become **physically confident** in a way which supports their **health and fitness**. We provide opportunities for students to compete in sport and other activities to **build character** and help to embed values such as **fairness and respect**.

Aims

Our physical education curriculum aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- develop a sense of responsibility for the safety of themselves and others.
- develop the ability to work independently and communicate with, and respond positively towards, others.

Entitlement PE Curriculum

Key Stage 1

Pupils develop **fundamental movement skills**, become increasingly competent and confident and access a broad range of opportunities to extend their **agility, balance and coordination**, individually and with others. They should be able to engage in **competitive** (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils are taught to:

- master basic movements including **running, jumping, throwing and catching**, as well as developing **agility, balance and co-ordination**, 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

Key Stage 2

Pupils continue to apply 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 are taught to:

- use **running, jumping, throwing and catching** in isolation and in combination
- play **competitive games, modified** where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and 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

We provide swimming instruction **either** in Key Stage 1 or Key Stage 2. We provide additional top up lessons for students who are unable to swim 25metres by the end of Year 6.

In particular, pupils are taught to:

- **swim competently**, confidently and proficiently over a distance of at least **25 metres**
- use a **range of strokes** effectively [for example, front crawl, backstroke and breaststroke]
- perform **safe self-rescue** in different water-based situations

Time Allocation for PE

Each pupil has 2 x 1 hour PE lessons

Continuity and Progression

Each class teacher has a copy of the curriculum map and Scheme of Work. Information will be passed to the new class teacher about pupil's ability, attitude and involvement during the transfer meetings.

Extra-Curricular Opportunities

The extra-curricular programme compliments and supplements the range of activities covered in curriculum time. We follow a full range of inter-school tournaments and festivals within the Chipping Norton Partnership of Schools (CNPS) At the beginning of each year, we publish a documented timetable of clubs and interschool activities on our school website

Monitoring and Evaluation of PE

The PE co-ordinator monitors and evaluates the programme by carrying out lesson observations. This information will be used to improve the teaching and learning within PE.

Equal Opportunities and Inclusion

The Physical Education Policy supports the values and beliefs described in the school's equal opportunities policy statement. All children should get changed and take part in PE lessons if they are at school. They may be excused certain parts of the practical activity, if they have a physical injury, but they still do the practical parts of the lesson they are able to do and learn with the rest of the class. They may take on a different role such as coach, evaluator, match report writer etc. Children are expected to change into compulsory PE kit for each lesson; the school has a small amount of kit that they will lend out in case a child forgets.

Safety

Health & Safety awareness is an integral part of children's learning in PE. All staff work to accepted codes of practice (Safe Practice in PE ND Sport AfPE)

- Risk assessment is carried out before each visit off the school site.
- Teachers supervise children when changing and travelling.
- No jewellery (not even studs with plasters) may be worn for PE.
- Long hair must be tied back.
- Laces must be done up tightly with a bow on top of the tongue.
- All PE equipment is inspected annually, checked before use, used appropriately and stored safely.
- All accidents and 'near misses' are comprehensively logged and reported to the appropriate body where required.
- There is regular communication with parents about school policies and practice.
- Pupils are given opportunities to think about safe practice in relation to themselves and peers.
- PE facilities provide clean hazard free playing surfaces, sufficient space for activities, appropriate usage and a regular and systematic maintenance programme.
- First Aid provision is available.
- PE staff have access to medical information on pupils.
- Please see specific Risk assessment forms for activities such as swimming, gymnastics

Policy Review Date

January 2017

Great Tew Primary School PE Curriculum Map

This is a draft and is subject to change

.Year	Lesson	Autumn Term		Spring Term		Summer Term	
		1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
1	1	Games 8 lessons	Fundamental movement skills - agility, balance and co-ordination, 7 lessons	Fundamental movement skills - agility, balance and co-ordination, 6 lessons	Games 6 lessons	Health and Fitness 6 Lessons	Games 6 lessons
	2	Gymnastics 8 lessons	Dance 7 lessons	Gymnastics 6 lessons	Dance 6 lessons	Athletics 6 lessons	Athletics 6 lessons
2	1	Games 8 lessons	Fundamental movement skills - agility, balance and co-ordination, 7 lessons	Fundamental movement skills - agility, balance and co-ordination, 6 lessons	Games 6 lessons	Health and Fitness 6 Lessons	Games 6 lessons
	2	Gymnastics 8 lessons	Dance 7 lessons	Gymnastics 6 lessons	Dance 6 lessons	Athletics 6 lessons	Athletics 6 lessons
3	1	Invasion Games 8 lessons - hockey	Invasion Games 7 lessons – football	Health and Fitness 6 Lessons	Swimming 6 lessons	Net Wall Games 6 lessons – tennis	Striking and Fielding Games 6 lessons – cricket
	2	Gymnastics 8 lessons	Invasion Games 7 lessons - netball	Invasion Games 6 lessons - netball	Dance Unit 3 6 lessons	Athletics 6 lessons	Athletics 6 lessons
4	1	Invasion Games 8 lessons - hockey	Invasion Games 7 lessons – football	Health and Fitness 6 Lessons	Swimming 6 lessons	Net Wall Games 6 lessons – tennis	Striking and Fielding Games 6 lessons – cricket
	2	Gymnastics 8 lessons	Invasion Games 7 lessons - netball	Invasion Games 6 lessons - netball	Dance 6 lessons	Athletics 6 lessons	Athletics 6 lessons
5	1	Invasion Games Hockey 8 lessons	Invasion Games 7 lessons - football	Invasion Games Netball 6 lessons	Invasion Games Rugby 6 lessons	Striking & Fielding 6 Lessons – cricket	Striking and Fielding Games 6 lessons – rounders
	2	Gymnastics 8 lessons	Invasion Games 7 lessons - netball	Health & Fitness/ orienteering 6 lessons Swimming 6 lessons	Gymnastics/Dance 6 lessons	Athletics 6 lessons	Athletics 6 lessons
6	1	Invasion Games Hockey 8 lessons	Invasion Games Football 7 lessons	Invasion Games Netball 6 lessons	Invasion Games Rugby 6 lessons	Striking & Fielding 6 Lessons – cricket	Striking and Fielding Games 6 lessons - rounders
	2	Gymnastics 8 lessons	Invasion Games 7 lessons - netball	Health & Fitness/ orienteering 6 lessons Swimming 6 lessons	Gymnastics/Dance 6 lessons	Athletics 6 lessons	Athletics 6 lessons

Chipping Norton Partnership of Schools Community Learning Programme

Festival	Yr 1	Yr2	Yr3	Yr4	Yr5	Yr6	WOSSP/County
Whole Year Group Maximum Participation or Performance Festivals Competitive Festivals (Mixed School "Country" Teams/ 2 schools per country/2 trophies per festival)	Dance Festival With CSLA Dance Leaders And 240 Yr 1s from 10 Schools	Schoolympics 1-3.15pm 2 festivals at CNS each with 225 children approx 1. Year 2&3 - St Mary's 65, HN 59, Charl 59, Enstone 29 =214 2. Year 2&3 – King 54, HT 52, MB 41, GT 30, Chad 26, GR 21 = 223 All Yr2/3s to attend with Yr12 Leader		MFL Festival All Yr4s to attend with Yr12 Leaders and	Urban Street Dance (3 days) 10 Primary School Venues + CNSx2 All Yr5/6s to participate (at same time if space allows) Cost for 12Workshops = £1000 approx		
		Yr 3 Drama Performance/ Workshops with CNS Athena Drama Leaders, 4 schools per year	Ball Skills Festival 3 festivals at CNS 1. St Mary's 72, HN 60, GR 20= 152 2. Enstone 30, GT 30, Charl 60, Chad 29= 149 3. King 60, HT 54 , MB 38 =152 All Yr3/4s to attend with Yr11 Leaders		SH Athletics Track (Obstacles/Relays/Track only) 1 festival at CNS With Yr12 Leaders Inter Country rather than inter school Yr 5/6 to attend if they have not taken part in any/many Elite Competitions		
		Yr 3 Dance Workshops with CNS CSLA Dance Leaders, 2 schools per year					
Yr3/4/5/6 Virtual Athletics Field Virtual field Athletics in own Schools intra/house Speed bounce, rounders ball standing jump (3 best boys and girls in each yr - results for CNPSCChamp)							WOSSP SH Athletics
Interschool Competitions/tournaments(selective) (Single school "best" "G&T" team leading to CNSSP Championship) Big School and Small school Trophy for Each Event	U11 Mixed Swimming Gala (Best swimmer regardless of age) Yr 12 Sports Leaders						OSG Gala
	U11 7 aside Girls Football (Big Schools) U11 7 aside Boys Football (Big Schools) U11 7 aside Mixed Football (Small Schools)						WOSSP U9 Football
	U11 7 aside Girls Hockey U11 7 aside Boys Hockey Girls Tournament Followed by Boys - Yr 12 Leaders						WOSSP Hockey Girls and Boys
	U11 Mixed Netball Girls 1 st half, boys 2 nd half- Yr12 Leaders						WOSSP Netball Girls and Boys
	U9/U10/U11 Athletics (big schools 2 boys 2 girls - Small schools 1 boy 1 girl = 90 total - 12 children from big schools, 6 children from small schools, but schools could enter B team if they wanted more 8 lanes) (Track only) Yr10 Leaders						Oxford School Games Quad Kids
	U10 Mixed Tag Rugby CNRC - Yr 10 Leaders (maybe girls first half boys 2 nd like netball)						WOSSP U11 Rugby mixed
	U11 Cricket (Mixed but tends to be mainly boys) GT Cricket Club –Yr10 Leaders						WOSSP U11 and U10 Cricket Girls and Boys
	Able Gifted and Talented				English, Maths, Science, Drama, Art, Philosophy4Children, Design and Tech, History	Maths English	
Family Focus		CNS Departments: Astronomy, Science, Maths, English, D&T, Art, Drama, Music, Dance CNS Coaches: Tennis, Badminton, Squash, Hockey, Football, Golf, Swimming, Trampolining, Cookery etc				+ Yr7/8/9	
Curriculum Links		ICT, English, Maths, Science, Physical Education + Parent Support Advisers					

