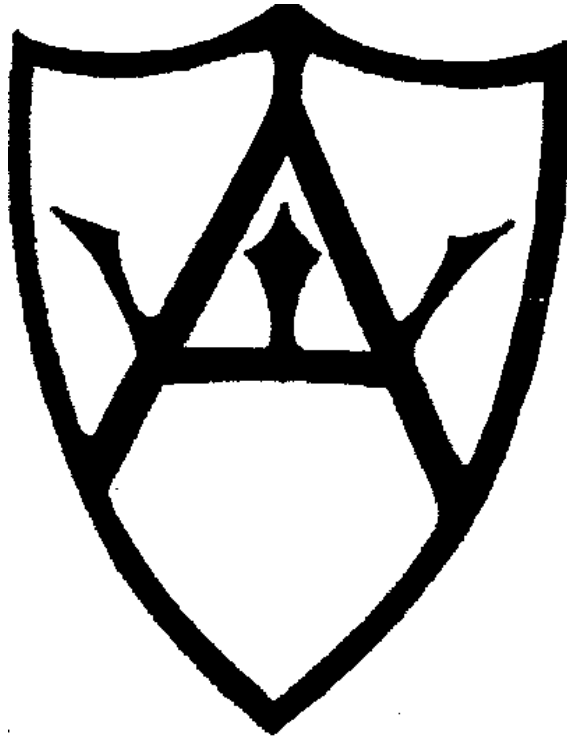


Alfriston School



Physical Education Policy

Approved by staff: March 2021



ALFRISTON SCHOOL 'Fair, Friendly, Fulfilling & Fun!'

Our Curriculum Intent



Collaborative Bee

Our curriculum and wider school community provide opportunities for us to work together and learn from each other in a supportive environment. We model effective communication and teach coaching skills to enable children to recognise their own needs and those of others.

VISION

We have high aspirations for all of our children to be happy, confident, responsible and knowledgeable individuals who can learn at their best. We delight in equipping all children to achieve personal success and develop a lifelong love of learning.



Curious Meerkat

Our curriculum is designed to enable children to become critical thinkers and develop a thirst for new experiences. We encourage children to develop their questioning skills in order to build on prior learning and deepen their knowledge.



Creative Spider

We have a diverse and creative curriculum, providing a wide range of first hand experiences and extra-curricular activities. We celebrate the individuality of all our learners, giving them the confidence to express themselves. We provide a safe and supportive environment in which they can find different ways to deepen their learning.



Independent Cat

Through our curriculum, we provide opportunities for all children to be independent learners with high aspirations. Pupils of all abilities and social backgrounds are given the opportunity to achieve. Every child is recognised as a unique individual.



Determined Tortoise

Our curriculum provides breadth, depth and challenge. We model the importance of resilience, encouraging children to embrace mistakes as part of learning and development. We motivate each child to believe that they can persevere in order to meet their own potential.

Kind Hands

Kind Feet

Kind Words

Kind Everything

Introduction and aims

At Alfriston School, our aim is to promote Physical Education as an integral part of the development of the children. Aside from the benefits of stimulating positive attitudes towards a healthy lifestyle and general physical development, PE also promotes physical confidence and competence, which may be used further to perform a range of activities. It also allows children to experience a multitude of creative and competitive situations, some of which are important in handling new challenges, both as individuals and as part of a team.

Physical Education therefore provides a significant contribution towards producing well-rounded individuals, and is vital in the harmonious development of the mind and body.

It is the aim of Alfriston Primary School to provide comprehensive coverage of the National Curriculum for P.E. and to offer a variety of extra-curricular activities via the extended curriculum.

In teaching PE at Alfriston Primary School we aim to:

- develop physical co-ordination and confidence;
- promote the physical and psychological benefits of participation in aerobic activity whilst at school and throughout life;
- develop artistic and aesthetic appreciation within and through movement;

d) help children develop socially through competition and co-operation between other individuals and groups;

e) promote positive attitudes towards health and physical fitness and an understanding of the biological aspects of the body in relation to fitness and well-being;

f) provide equal opportunity for all pupils to reach their full potential, regardless of their race, gender, cultural background or physical ability.

These aims may be achieved by providing a carefully planned, balanced programme of movement activities which will give children experience of:

- Gymnastics
- Games
- Dance
- Athletic activities
- Swimming
- Outdoor and Adventure activities

Curriculum and Organisation

In the Foundation Stage, the learning and development of Physical Education is taught through the activities and experiences provided in the physical development area of learning from the Early Years Foundation Stage Framework. The knowledge, skills and understanding which children should have gained by the end of the Foundation Stage are laid out in the early learning goals. These experiences and skills prepare the children for work in Y1 onwards.

The framework for the Alfriston curriculum is drawn from the programmes of study for Key Stages 1 and 2 of the national curriculum. Alfriston's long term planning lays out when different units of work will be taught across the year; these have been developed to support purposeful cross curricular links.

All year groups are timetabled over the whole school year for two sessions a week of curriculum PE. Depending on the activity this is a calculation made for the whole year.

Swimming lessons take place on site using our outdoor heated swimming pool. Lessons are organised and supervised by a qualified swimming teacher. Pupils are taught in ability groupings. Members of staff are trained as lifeguards to assist the swimming teacher and supervise the children.

Wherever possible we make the use of specialist PE teachers, accredited coaches or trainee teachers to provide expert PE delivery, professional development for our staff and to enhance our provision for the pupils.

As part of the PE curriculum for outdoor and adventure, day visits and/or residential trips are organised for all year groups from Foundation Stage to Year 6. Year 5 and 6 go on a residential trip involving outdoor and adventure activities to an Activity Centre.

Assessment, Recording and Reporting

We assess the children's work in Physical Education through observation, questioning, discussion and evaluating children's work. Teachers monitor progress made by children against the learning objectives for their lessons. At the end of the Foundation Stage, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2, the children are assessed against our PE Milestones. Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their work, and what their targets should be for the future. Our curriculum has been devised so that it is accessible for all with adaptations made to planning to meet the needs and abilities of all learners, including more able pupils.

Parents/Carers receive information relating to the attainment of their child in Physical Education in mid-year and end of year reports.

The weekly newsletter informs parents of the sporting activities that have taken place and the achievements of the children. These are also announced during our Friday Celebration Assemblies. There is also a 'Clubs and Competitions' noticeboard which displays this information with photos of the children.

Differentiation

Planning and implementing a differentiated physical education curriculum for all pupils is essential. In doing this, one should:

- (a) Build on the past experiences and achievements of individual pupils.
- (b) Plan for specific development in skills, knowledge and understanding, so that pupils can be given appropriate tasks.
- (c) Remove barriers to participation.
- (d) Provide opportunities for individual pupils to experience success.

Differentiation by Outcome - involves setting tasks which are suitable, and appropriate for a pupil's starting level, and which allow progress to be made. They use their knowledge and understanding to achieve success at different levels.

- (a) Pupils could find different ways of passing a ball to outwit an opponent. Some of the methods used would be at an advanced level of skill, unachievable by others.
- (b) The task of contrasting curled and stretched positions in gymnastics could be performed in a variety of ways, according to the imagination and skill of the pupil. The most able would show good quality in the tightness of the curled shape, contrasted to the fully stretched position.
- (c) Pupil activity, eg. different group tasks, different roles and responsibilities for pupils, different allocation of time and variation of pace within the lesson to meet the need.
- (d) Other opportunities, eg. extra-curricular activities, club links, interest groups and community links.

Sports Days

A 'School Games Day' is held every summer on the recreation ground adjacent to the school using a multi-event approach. Every child in the school has the opportunity to participate in each event as the member of a house team. Points are awarded according to team finishing positions. In the interests of fair play staff make every effort to select team members to ensure a balance of talents in each team.

PE Kit

- Black or white plain trainers with either lace or velcro fastening to ensure a secure and safe fit.
- Red shorts
- White T-shirt with Alfriston logo
- Pair of white, black, red or grey socks (trainer socks may be worn for PE only)
- Jogging bottoms and/or sweatshirt is optional during cold weather
- Parents/carers should provide sun hats and sun protection during hot conditions.

These items are best kept in a drawstring bag, which should be brought to school on the first day each week and taken home at the end of the week for washing. PE bags may be purchased from the office.

It is perfectly safe for children to work in bare feet in the hall. However they must wear suitable footwear during transfer from class to where the lesson is to take place.

For swimming, a one-piece costume or trunks/swimming shorts (not long-legged style), swimming cap and towel will be needed. These items are best kept in a named drawstring bag and should be brought to school daily during the swimming season.

Long hair should always be tied back and any child with a long fringe should have it clipped back out of their face.

No nail varnish, tattoos or make-up should be worn at school. We reserve the right to forbid items of clothing accessories and footwear, which are dangerous in school or against the interests of the children.

Jewellery can cause a problem not only to the wearer but also to other children if worn during PE and games. It should be noted the East Sussex Local Authority advice is that jewellery of any kind should not be worn during PE lessons or any other kind of physical activities. If the child is unable to remove them then we ask that they are covered (with the exception of swimming, when we do not allow any jewellery to be worn). Children must therefore remove any items of jewellery before their PE and games lessons.

Parents whose children wear items or clothing for personal, cultural or religious reasons that are different to our school uniform policy are asked to inform us of the details.

Equal Opportunities

As part of the planning process, staff at Alfriston School will consider the content of a Physical Education programme to provide an extended and progressive curriculum, and to offer differentiated tasks to satisfy the learning and exercise needs of a wide range of physical abilities which each class presents. Therefore, PE lessons will promote equal opportunities and allow children of different gender and physical ability the chance to fulfil their physical potential through a balanced curriculum. Individual needs, abilities and interests will be catered for through a well-planned and progressive programme. It is envisaged that the children will develop enjoyment and satisfaction in PE through planning, performing and evaluating a range of physical activities.

Monitoring and review

The monitoring of pupils' work and planning is the responsibility of the Physical Education subject leader. The subject leader is also responsible for supporting planning and providing or sourcing training needs as required. This policy is reviewed regularly by the subject leader, taking account of changes in the National Curriculum and in staff practices.