



## NEWHAM BRIDGE PHYSICAL EDUCATION POLICY

Reviewed: Spring 2015

Review Date: Spring 2016

Signed: \_\_\_\_\_ Headteacher

Signed: \_\_\_\_\_ Chair of G.B. R.A. Committee

### Rationale

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### Aims

All children should be provided with opportunities and encouraged to:

- Experience a wide range of physical activity.
- Enable children to develop and explore physical skills with increasing control and co-ordination.
- Develop confidence and competence in performing different skills.
- Develop positive attitudes to physical activity.
- Appreciate the efforts of others, as well as their own.
- Respond positively to different challenges.
- Persevere and make sustained efforts to develop and improve their own performance.
- Pursue habits and interests that promote a healthy lifestyle.
- Become increasingly aware of how physical activity affects the body.

### Planning, Teaching and Assessment

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole- class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. Teachers assess children's learning in PE as they observe them during lessons. They record the progress made by children against the learning objectives for their lessons.

- P.E is taught in line with the Teaching and Learning Policy.
- The school's scheme of work and associated resources ensures continuity and progression following guidance from the New National Curriculum and opportunities within The Cornerstones curriculum.
- Provision is met by the class teacher or specialist sport coaches.
- Children are taught within their normal class as individuals, in pairs or groups as appropriate to facilitate a range of individual learning styles.

- Instantaneous assessment, in the form of verbal feedback during lessons, is an essential and integral part of P.E.
- Parents are informed of children's progress in P.E in the annual report.
- Children reflect and evaluate their own performance, with teacher support.
- In the early years, regular observations are made and recorded in the area of 'Physical Development'.
- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Key Stage 1**

Pupils should 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 should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility 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 should 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 should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, such as 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**

In Lower Key Stage 2 Newham Bridge will provide swimming instruction. In particular, pupils should be taught to:

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

## **Equal Opportunities**

All children at Newham Bridge Primary School are entitled to participate in the P.E. curriculum regardless of ethnicity, gender, religion and special educational need. At Newham Bridge Primary School, we feel that it is essential that all children's efforts are valued and supported in a safe and secure environment. Where children have specific sensory and physical needs, adaptations to the curriculum may be necessary to ensure that children have every opportunity to succeed at their particular stage of development.

## **Role of the Teacher**

- model: as skilled practitioners we will model new skills safely and accurately so that children have a visual representation of what is expected. Teachers will adapt their practice to suit the needs and abilities of the children.
- facilitator: providing a supportive and stimulating environment, organising purposeful activities and enabling children to develop physical skills.
- initiator: providing a variety of resources and opportunities for a wide range of balanced activities to encourage the development of skills in physical education.
- monitor: observing and recording the development of skills in P.E.
- assessor: evaluating and assessing the development of skills in P.E.

## **Extra-Curricular Activities**

Newham Bridge Primary school aspire to provide a wide range of high quality extra-curricular activities deliver by teachers and specialist sports coaches, with the aim promoting a positive attitude to physical education. In UKS2 there is the opportunity to visit an outdoor residential centre to develop skills in more physical demanding activities than school is able to offer e.g. high ropes, orienteering etc.

## **Gifted and Talented children**

The Gifted and Talented Co-ordinator will liaise with the P.E Leaders and class teachers to ensure individuals' needs are met and that appropriate targets are set and reviewed regularly. Teachers will be mindful of the extra needs of gifted and talented children and will differentiate questions and activities to allow for further progression and challenge. Opportunities will be offered to these students to compete in intra and inter competitions to enhance and develop their skills. It is hoped that with well provided provision these children may be selected to compete at Tees Valley level.

## **Community Links and School Partnerships**

Newham Bridge is part of the Middlesbrough School Partnership. Through this partnership the school accesses inter school competitions, CPD, facilities and resources. In addition, to this the school has an informal partnership with Outwood Academy, which offers pupils the opportunity to access activities which the school is unable to offer, e.g. trampolining, and training for staff. Furthermore, the school is a member of the Youth Sports Trust and Chance to Shine Cricket.

## **Appropriate Dress**

We expect children to change for PE into the agreed clothing for each activity area. We expect the teachers to set a good example by wearing appropriate clothing when teaching PE.

Children are expected to wear the school PE kit in order to ensure safe participation during sessions.

### **Indoor sessions:**

- Black Shorts
- White T-Shirt
- Plimsolls/Trainers

### **Outdoor sessions:**

- Black Tracksuit Bottoms/Shorts
- White T-Shirt
- Black/Grey Jumper/Hoodies

Jewellery will not be worn during PE and children are required to remove items such as earrings, necklaces, watches and rings etc (children must remove own jewellery) . Items such as earrings, that the child is unable to remove should be covered by surgical tape.

## **Resources**

- Children should have access to a range of well organised, clearly labelled resources to develop the ability to select the appropriate equipment for a task.
- Teachers will ensure that all resources are available when they are needed.
- Everyday resources will be stored and available from the PE store cupboard and returned after use.
- Teachers will notify the PE Leader of damaged resources.
- Children should be taught to use resources/equipment appropriately and independently.
- Teachers to use a diverse range of resource material to cater for all the needs of the children.

## **Health and Safety**

The school is committed to ensuring that all pupils are safe within the school environment. Please refer to the school's policy for Health and Safety

Revised May 2015

H Gurd  
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