



Studlands Rise First School
First Steps on the Learning Journey

Agreed: March 2017
Review date: March 2020

PE Policy

At Studlands Rise First school we believe that physical education (PE) develops the whole child. It not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. We want our children to develop healthy lifestyles, become fluent in physical activity and feel confident in competition and active situations.

Aims

At Studlands Rise First School we aim to develop the physical literacy of all our children by:

1. Delivering high quality physical education for every child.
2. Equipping every child to lead a healthy and active lifestyle.
3. Ensuring every child has the opportunity to take part in breakfast, lunch time or after school clubs.
4. Engaging every child in competitive sports and activities.

Objectives

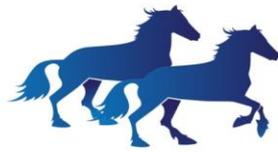
- Provide a rich and relevant programme of physical education which meets the needs of all our children, providing equal opportunities – inclusion of SEND.
- Provide a broad extra-curricular school sports programme for all.
- Ensure that lessons are enjoyable, have good pace, motivate and enthuse by:
 - Enabling children to develop and explore physical skills with increasing control and coordination;
 - Encouraging children to work and play with others in a range of situations;
 - Developing the way in which children perform skills, and apply rules and conventions, for different activities;
 - Showing the children how to improve the quality and control of their performance;
 - Teaching children to recognise and describe how their body feels during exercise;
 - Developing an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.
- Develop children's fitness by ensuring children are active for sustained periods of time throughout the school day.
- Integrate, where possible, into other curriculum areas (use of measuring in athletics links with measurement in Numeracy)
- Help establish children's self-esteem and confidence by developing social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools)
- Involve the community - e.g. developing links with clubs, Inter - school matches and competitions, being part of the Hertfordshire School Sports Partnership, parental helpers.

Headteacher · Miss A Doke

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The PE Curriculum

We follow the guidelines set out in the PE National Curriculum 2014.

EYFS

In the Early Years Foundation Stage (Nursery and Reception) PE learning forms one of the three prime areas of learning – Physical Development. This prime area of learning involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Key stage 1

In Key Stage 1 pupils build upon the skills acquired in the EYFS and continue to develop fundamental movement skills. These skills enable children to become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, both individually and with others. They learn 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 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

In 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 will enjoy communicating, collaborating and competing with each other. They will 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 pattern

Swimming and water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. At Studlands Rise we provide swimming lessons using the local sports centre in key stage 2 (Years 3 and 4).

Pupils are taught to:

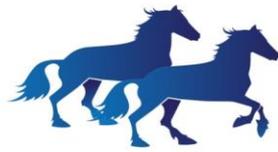
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively such as front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.

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Curriculum time allocation

Each week, Key stage 2 children participate in a 60 minute outdoor games lesson, a 60 minute dance/gymnastics lesson plus their swimming lesson (autumn and spring terms only)

Year 4 children also complete their Sports Leadership Award during their PSHE lessons in the autumn term.

Each Week, our Key Stage 1 Pupils participate in 2 60 minute lessons which include: dance, gymnastics, games, ABC's, and Athletic skills.

Reception participate in one 60 minute lesson of games or athletics skills and one 30 minute lesson of body management or dance.

Nursery participate in one 30 minute lesson of games or athletics skills and one 30 minute lesson of body management and dance.

The EYFS also have 10 minutes of physi-gym daily and the children are able to access the outside area during child initiated learning.

Teaching Methods and learning styles

The teaching of PE is predominately practical due to the nature of the subject. All lessons are well structures and maintain a good pace. Lessons provide opportunities for individual, paired and group work. Teachers share the lesson objectives and success criteria with the class, and thorough assessment by teachers and children's own self-assessment and peer assessment, the next steps in learning are planned for effectively.

Children are also provided with the opportunity to participate in PE delivered by coaches employed by the Hertfordshire School Sport Partnership throughout the school year in timetabled PE sessions.

We recognise that in all classes, children have a wide range of ability in PE, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Assessment, Recording and Reporting

Teachers assess children's work in PE by making assessments as they observe them working and through questioning during lessons. Teachers record the progress made by children against the progression of skills statements for each area of activity. Teachers record this information and use it to plan future lessons. These record also enable the teacher to make an annual assessment of attainment and progress for each child, as part of the school's annual report to parents and carers.

The PE subject leader will monitor the teaching of PE by looking at planning and by observing lessons throughout the year. Teachers also keep samples of children's work including photographic and video evidence which the subject leader can look at.

Staff Training

The PE subject leader has access to specific training to support and develop their role through the School Sports Partnership. All staff are encouraged to attend courses and review resources alongside the PE subject leader. Staff INSET time and staff meetings are provided if there is a need for whole staff training.

Feedback to pupils

Feedback to pupils in through discussion. It is important that learners are involved in the assessment of their work as it help them to understand their own strengths, needs and future targets for development. We encourage self and peer evaluation by making judgements about how they can improve their work. Children are given the opportunity in lessons to refine their work by making improvements.

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Recognising Pupils' Achievement and Progress

At Studlands Rise we feel that this is an important aspect of school life. In PE achievement and progress is celebrated through:

- Display of learners' work in classroom, public areas and on the website.
- Showing work of the class to the whole school during assemblies
- The award of a Marvellous Me badge for individual and classes.
- Sporting hero trophy awarded in our celebration assembly
- Certificates of attainment and participation
- Extra-curricular awards and achievements are also recognised in sharing time and celebrated in assemblies and the Head teacher's weekly news letter

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. Any medication a child may need should be at hand if necessary.

Special Education Needs (see also Policy of SEN)

It is important that learners should work at an appropriate level of difficulty across the curriculum. It is the responsibility of the class teacher to monitor and assess the ability and level of understanding of individual children regarding PE, and to cater for their needs.

When progress falls significantly outside the expected age range the class teacher seeks advice and support from the PE subject leader, SENCo or Head teacher and appropriate support will be given.

Conversely, learners of gifted ability in PE need to be appropriately challenged in order to extend their knowledge and understanding and maintain motivation. Differentiated work and enrichment opportunities are given to these children by the class teacher.

Equipment and Resources

There is a wide range of resources in school to support the teaching of PE. Equipment relating to outdoor sports is kept in our outside shed, and most of our small equipment is kept in the PE cupboard in the main hall. The hall also contains a wide range of large apparatus including the climbing frame, benches, table tops and mats. There is a marked area on the playground that is used to practise skills and team games. The children also use the field for PE lessons and for Sports Day. Books and PE manuals are located in the PE cupboard. A questionnaire is given to staff at the end of the year where suggestions for the purchase of resources can be recorded.

Safety (see also Health and Safety Policy)

Studlands Rise School is committed to safe practice in physical education and recognises that the teaching staff and others in positions of responsibility have a duty of care for those in their charge to ensure that planning and implementation include recognition of safety as an important element.

Young people should learn about the principles of safety as applied to themselves and to the care and wellbeing of others. This should be a planned and intentional aspect of the curriculum.

The school follows the standards set out in 'Safe Practice in Physical Education and School Sport' produced by the Association for Physical Education.

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PE Kit

In the interests of safety and hygiene teachers must ensure that children change into the following kit for PE. This will ensure consistency and avoid confusion for the children:

Indoor Activities: Navy blue shorts, a white (plain) T-shirt and trainers

Outdoor Activities: Navy blue (plain) tracksuit bottoms and sweatshirt, white (plain T-shirt) and trainers. On warmer days children's navy shorts can be worn.

Swimming: A one piece swimming costume – Girls
Swimming trunks not shorts – Boys
Swimming hat

All lessons: A plastic bag for dirty trainers

Summertime: Sunhat and sun lotion

Jewellery: The school has a "No Jewellery Policy". The wearing of any jewellery is not permitted. Medical brace i.e. Diabetes must be covered by a sweat band.

A hair band: Long hair must be tied back for all activities

General points:

- Teachers should also wear appropriate PE clothing.
- The class teacher should be informed by parents if their child is unable to participate in PE through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons.
- Children who do not participate will remain with their class and are given appropriate PE tasks to do within the lesson.
- If any of the items of PE kit are missing children are given spare kit to wear and parents will receive a note home, from the class teacher, informing them of the missing item/s and requesting that they ensure that their child is fully equipped next time.

Extra-curricular activities

Studlands Rise is fully committed to providing extra-curricular sporting opportunities. These include:

- Clubs (breakfast, lunchtime and afterschool) available to all age groups and in a range of activities
- Competition, during and after school, against other schools in a wide range of sports.
- Participation in festivals provided by the Hertfordshire School Sports Partnership

Class teachers, local community club coaches and other outside agencies deliver these opportunities to the children. Parents and carers are asked to encourage their child to attend and compete in a variety of physical education enrichment activities.

Sports Premium Funding – (see separate statement, action plan and spending)

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Management and Subject Leadership of PE

As PE subject Leader they must:

- Advise and update the Head teacher and colleagues on all aspects of PE.
- Coordinate and take day-to-day responsibility for the organisation and management of PE within the school.
- Seek to ensure the effective use of the school's resources and budget allocation in PE.
- Provide support to colleagues in the teaching and learning of the PE curriculum.
- Lead other teachers and support staff in identifying areas for development and lead appropriate training in addressing those needs.
- Ensure assessment procedures for recording, reporting and tracking pupils' progress in PE are securely and effectively in place.
- Monitor the attainment and progress of all children and groups of children (e.g. SEND, most able, gender groups, ethnic minorities, free school meals) in the school through lesson observation, work and panning scrutiny, pupil interviews and the gathering and analysis of assessment data.
- Provide a model of outstanding practice in learning and teaching.

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