



Overchurch Junior School Physical Education Policy

Background to the School

Overchurch Junior School is a three form entry school, catering for children between the ages of 7-11. There is a strong commitment to inclusion within the ethos of the school, and we therefore cater for children with wide ranging physical and learning ability levels.

Physical Education Vision Statement

At Overchurch Junior School, we believe all children should have access to a high quality Physical Education (PE) curriculum and PE should be an integral part of the whole school curriculum. Our School recognises the benefits high quality PE provision and school sport can give to all pupils.

Our PE curriculum aims to ensure that all pupils develop physical literacy and the fundamental knowledge, understanding and skills to excel in a wide range of physical activities, by providing a broad & balanced curriculum with opportunities for all.

Our PE curriculum will contribute to healthy and active lifestyles; improve emotional well-being, reduce challenging behaviour, increase attendance and develop key skills such as leadership, self-esteem, resilience and team building skills.

'High quality PE and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities in line with their abilities' (DCMS Learning through PE & Sport).

Physical education encourages pupils to be active and supports them in their understanding of how to participate safely and effectively. Our PE curriculum is inclusive to ensure that pupils of all abilities access the range of activities on offer and that they are physically active for sustained periods of time in order to encourage them to lead healthy, active lives.

A high quality PE curriculum can also inspire pupils to succeed and excel in competitive sport and other physically demanding activities. We will endeavour to provide opportunities for pupils to participate in competitive sports and activities both in and beyond the curriculum. This will mean that all pupils have the opportunity to participate in regular competitive sport.

PE will develop not only physical literacy and physical skills, but it will allow pupils to learn about themselves, the importance of a healthy, active lifestyle, self-expression and concepts such as fair play and respect. It will also contribute to the development of a range of important cognitive skills, such as decision making and analysis, and social skills such as teamwork and communication.

Our School also recognises the impact that the provision of a high quality PE and School sport curriculum has on the whole School and that it can lead to whole School improvements.

‘Developing pupil’s personal qualities through PE can affect their attitudes towards school and learning. When PE and School sport provision is of the highest quality, all pupils will, to the best of their abilities, develop and demonstrate the following personal qualities:

- **A strong desire to learn & make progress;**
- **High levels of attendance and involvement in PE and School sport;**
- **High levels of commitment to PE and School sport;**
- **Good levels of positive behaviour such as politeness, fair play and helpfulness; and**
- **High levels of enjoyment and enthusiasm and a strong desire to get involved.’**

(DCMS Learning through PE & Sport)

Provision

Curriculum

At Overchurch Junior School, all pupils are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the National Curriculum and considers individual interests and needs.

In 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 [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.

The Teaching of P.E.

P.E. Kit

Staff: All staff are encouraged to be involved in the teaching of P.E. Staff are encouraged to dress suitably for all P.E. lessons.

Pupils: All pupils should wear the recognised P.E. kit for lessons which is:

- Plain white polo shirt or t-shirt
- Black shorts
- Trainers or pumps
- School jumper or cardigan
- Plain black tracksuit bottoms or leggings for colder weather

Jewellery should not be worn in any P.E. lesson.

Long hair should be tied back.

Health and Safety

Safety Issues

Safe Practice in Physical Education & School Sport (2012) is a comprehensive guide to safe practice and managing risk in PE. This document is referred to regarding any aspect of Health & Safety

Risk Assessment

The importance of safety in PE is stressed immediately when pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed.

Prior to a P.E lesson, teachers are encouraged to carry out informal risk assessments. This will involve a quick overview of the teaching environment and equipment which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

For off-site P.E. activities risk assessments must be written at least 3 weeks prior to the event. These need to be shared with the schools' Educational Visits Co-ordinator and subsequently uploaded to the Evolve website.

Lessons

Each year group has two P.E. lessons each week. One lesson is taught by the school's Sports Coach during PPA. During swimming weeks, the children will swim for thirty minutes each afternoon for a fortnight.

Planning

We follow the Edsential Scheme of Work for Physical Education. This provides medium and short term planning for all aspects of the PE curriculum. Long term planning is completed by the PE Co-ordinator.

Facilities and Equipment

At Overchurch we are fortunate to have a good-sized hall, a large playground, MUGA and playing fields set within the grounds.

Equipment is stored safely in both the outdoor container on the playground and in the indoor storeroom in the hall. It is the responsibility of all staff to ensure that all equipment is returned safely at the end of each lesson; children are not allowed in the storeroom or container to collect/return equipment. Keys for the outdoor container can be obtained from the school office.

Differentiation

Overchurch Junior School endeavours to cater for each child's individual needs. Core activities may be planned, however, in the delivery of the lesson the teacher must try to incorporate activities to support learning and similarly to challenge more able pupils. All staff must plan and adapt lessons to match the capabilities of all children in the lesson. Planning for differentiation should be based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

1. The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils
2. Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
3. Resources, e.g. different equipment for different levels of ability. Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed.
4. Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

Differentiation by task may be achieved when the children who are pursuing the same part of the programme of study are given a range of different but related tasks according to their levels of ability.

Differentiation by outcome may be achieved by setting tasks, which are suitable, and appropriate for all the children's starting level and which allow the more able children to be challenged.

Differentiation by support may be achieved when children of low ability are given constant reassurance to help improve their confidence.

Assessment

Assessment in P.E. must be on-going utilising both summative and formative methods of assessment.

Monitoring P.E.

The monitoring and coordination of P.E. is the responsibility of the subject leader. Frequent monitoring will be carried out and actions taken to ensure that the curriculum is being delivered effectively throughout the key stage.

Contribution of P.E. to other areas of the curriculum

- **English:** children will use their speaking and listening skills to describe what they have done, suggest areas for improvement and sharing good practice.
- **Numeracy:** children are encouraged to measure and record what they do accurately using a range of measuring tools. Games can also be used to deliver Active Maths activities.
- **PSHE:** children will learn about the benefits of exercise and healthy eating and how to make informed choices.
- **ICT:** children can record and evaluate their performances using digital cameras.

Physical Activity Outside of the Curriculum

In addition to PE, there are a range of opportunities for physical activity throughout the school day.

Extra-curricular activities and clubs

A range of after school clubs are available to pupils which are delivered by our sports coach. These clubs complement the curriculum, the interests of pupils and the local sporting opportunities. We also participate in local competitions and tournaments.

Active playtimes

We have zoned areas in the playground to promote different types of physical activity and relevant equipment is provided to engage pupils. Midday supervisors and Playleaders from Year 3-6 support the delivery of these activities.

Sports Day

We organise an annual multi-sport circuit Sports Day type event at the end of the summer term. All pupils participate in a range of sporting activities, competing for their House Team.

Involving parents and carers

We recognise the important part parents and carers play in encouraging children to participate in physical activity. Information about PE, physical activities and sporting competitions organised by the school and opportunities after school, are shared with parents/Carers via the ParentApp and on our website.