

Woodside Academy



Physical Education Policy

***“We want the very best teaching and learning experiences for all our children.”
from School Vision Statement “Excellence Through Opportunity”***

Introduction

Woodside Academy recognises the vital contribution a holistic approach has within physical education (PE) impacting a child's physical, cognitive, social and emotional development as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life. Focusing on the school's statement 'Excellence through Opportunity' the school aims to make sport inclusive and assessable for all with the provision of a variety of sports and sporting equipment to encourage participation to a range of children.

Intention and Aims

- ☐ It is the intention of the school to provide a broad and balanced PE curriculum to aid and increase children's self-confidence in relation to their ability to manage themselves and their bodies within a variety of movement situations
- ☐ The aim is to cater for the different strengths, needs and preferences of each child by using adapted activities (where appropriate) consisting of individual paired and group activities
- ☐ Through the variety of opportunities that PE offers children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries. A range of activities will therefore be provided with a broad base of movement knowledge, skills and understanding which children can refine and expand throughout their primary school years
- ☐ Children will receive a positive and active approach to physical activity and healthy living across the school which is reinforced with a focus on a healthy active life style and mindfulness which encourages children to be physically, psychologically and socially aware of their own bodies promoting self-regulation and intrinsic value to participate in sporting activities linked to mental health and Personal, Social and Health Education (PSHE) lessons
- ☐ Children of all abilities will be encouraged to join extracurricular clubs and organisations with the aim of extending their interest and involvement in sport to clubs in the Thurrock community with improved sporting links.
- ☐ We will also encourage children to develop their creative and expressive abilities through improvisation and problem solving.

- ☐ Children who are taught to appreciate the importance of a healthy and fit body begin to understand those factors which affect health and fitness. Our aim to raise children's awareness in this regard is therefore closely aligned with the school's policy on PSHE.
- ☐ Through the Government Funding for Sport the school will, where possible, provide opportunities for both pupils and teachers to work with and alongside PE specialists and sports coaches. The aim is to enhance specialist and coaching facilities and to develop the skills and expertise of staff to provide better coaching, mentoring and advice to pupils across the whole PE and sport spectrum. Spending will be reviewed and published on the school website.

Specific Aims in relation to Physical Development

Different experiences for different age groups will ensure all pupils will be exposed to a range of appropriate challenges as they progress through the school so that they:

- ☐ Develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills
- ☐ Become aware of the different shapes and movements that can be made with the body
- ☐ Develop knowledge, skills and understanding as well as the ability to remember, repeat and refine actions with increasing control and accuracy
- ☐ Become aware of the benefits of a fit and healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- ☐ Appreciate the value of safe exercising

Specific Aims in Relation to Social, Emotional and Cognitive Development

Participation in PE and sport have other additional benefits which should help to:

- ☐ Develop a love of physical exercise
- ☐ Develop the ability to work independently, communicate with and respond appropriately towards others using verbal and non-verbal communication
- ☐ Develop confidence in skills and abilities
- ☐ Promote an understanding of safe practice and develop a sense of responsibility for the safety of others
- ☐ Realise that the right exercise can fund and energise other things in life
- ☐ Create and plan games for mutual benefit
- ☐ Develop a sense of fair play
- ☐ Develop decision making and problem solving skills
- ☐ Develop reasoning skills and the ability to make judgements
- ☐ Develop an increasing ability to select, link and apply skills, tactics and compositional ideas
- ☐ Develop the ability to communicate non-verbally with the body
- ☐ Improve observational skills, the ability to describe and make simple judgements and to use this knowledge and understanding to improve performance
- ☐ Understand that using correct techniques will improve accuracy and performance
- ☐ Enable performance evaluation and the ability to act upon constructive criticism

Spiritual, Moral and Cultural Development

Developing a positive attitude generally is not simply about celebrating sporting success and learning to lose well but also encouraging children to always do their very best regardless of their ability. Praising progress and achievement in a way that does not cause fear or upset for lack of performance or failure and treating team mates, opponents and referees with respect. Essentially, using every opportunity to maintain and raise self-esteem all round.

The PE Curriculum

Reception will have opportunities to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity will last at least two hours each week.

Pupils in both KS1 and KS2 will engage in 2 lessons of PE each week. In KS1, the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes balls skills and team games, gymnastics and dance activities. Swimming lessons start from Year 1 into Year 6 with a focus on children that are unable to swim. In KS2, pupils will continue to apply and develop a range of skills and units of work which include a range of invasion, net, fielding and striking games, gymnastics, dance, athletics and swimming. Children's experiences will also be enriched through opportunities for outdoor and adventurous activities.

One hour is entitled with our sports coach lead with focus on throwing and catching, fitness, dance, gymnastics and striking/ fielding. Second hour sessions which are teacher led in KS2, will focus on game based learning in netball, hockey, tag rugby, tennis, rounders, basketball, yoga and dance through the chance to dance scheme. In KS1, second hour PE sessions, which again is teacher led, will focus on orienteering, netball, hockey, tennis, rounders and yoga. Early years foundation stage, second hour P.E lessons will focus on me and myself, movement development, yoga, throwing and catching, working with others and fun and games. Interhouse activities will take place every week with sport leaders organising and delivering the activities. Resources are available for ideas on P.E Primary, Woodside workout templates are available on the T-Drive and specialist teaching sessions for swimming.

Swimming

Swimming lessons will be compulsory for all children from Year 1. Lessons will be provided by Local Authority employed swimming coaches at Blackshots Leisure Centre. From Year 5 those children who are confident swimmers may be taught lifesaving skills.

Earrings in PE/Swimming

Earring must be removed before participating in PE lessons (including swimming). If a child is not able to remove their own earrings parents should do so before school on a PE day. If there are exceptional circumstances which prevents this from being possible for a defined period of time parents should provide a letter explaining the reasons and the date from which the earrings can be removed. During this period the earrings will be made safe using micropore tape, however, a teacher may ask a child wearing earrings not to participate in an activity if they feel the risk is sufficient.

Curriculum Adaptation

The school uses the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require activities to be adapted, for example, with a particular focus on fine motor skills if hand eye coordination is a challenge.

S = Space change the space available

T = Time change the time allowed

E = Equipment change the equipment e.g. softer or larger balls, different sized bats

P = People change the people e.g. size of the groups

Staffing/Staff Development

The PE teacher will teach every class for their first PE lesson of the week. Each class teacher will take their responsibility for planning, teaching and assessing the PE curriculum for their second PE lesson. It is intended that all staff will take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. It is further intended that staff should be comfortable and competent in the area of activity being taught. Where additional support is required this will be provided by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses will provide feedback and disseminate information/learning.

Safety

In order to minimise the risk of injury:

- ☐ Children should dress in shorts/tracksuit bottom and t-shirts
- ☐ Children will work in bare feet for all indoor and apparatus work
- ☐ Plimsolls or trainers are worn for outdoor games together with tracksuits if it is cold
- ☐ Jewellery is not to be worn, ears pierced for less than six weeks will be covered with medical tape
- ☐ Long hair should be tied back and rigid headbands should be removed
- ☐ Children will be trained to lift and carry any apparatus sensibly into position under adult supervision which will be checked by a teacher before use

Safeguarding

All adults working in the school with children will be DBS checked.

Out of School Hours Learning (OSHL)

Varied extra-curricular activities (both competitive and non-competitive) compliment and supplement the range of activities covered in curriculum time. The planned programme for 2023/2024 reflects a breadth and balance across the national curriculum areas of activity including dance (cheerleading), games and athletics. A range of interschool fixtures, tournaments and festivals within the Thurrock Sports Partnership will be participated in.

A documented timetable of clubs and events will be published at the beginning of each term and this together with the school's website and Facebook page will raise awareness about the OSHL generally.

Joss Nunn 2023