



# ***Raysfield Schools***

## ***Whole School Physical Activity***

### **Introduction.**

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations.

A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

### **Aims**

- To develop an ability to plan a range of movement sequences, organize equipment and apparatus, and begin to design and apply simple rules.
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- To promote positive attitudes towards health, hygiene and fitness.
- To foster an appreciation of safe practice.
- To develop motor skills through a range of relevant movement based activities.
- To develop a sense of fair play and sportsmanship.
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- To foster an enjoyment, and positive attitude towards physical activity throughout life.

## **Objectives**

- Children will participate in a range of motor / movement activities in order to develop personal physical skills. (Practical attainment). An additional intervention programme is available for children identified as needing additional support.
- Children will be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement. (Kinaesthetic)
- Children will be made aware of simple physiological changes that occur to their bodies during exercise. (Physiology)
- Be given opportunities to develop imagination and co-operation to achieve shared goals. (Teamwork)
- Be given opportunities to develop personal characteristics like initiative, self-reliance and self discipline (Self knowledge)
- Be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged. (Problem solving)
- Be given the opportunity to develop areas of activity of their choice in extra-curricular time.
- Make full use of the facilities here to prepare a child mentally and physically for key stage 2 and beyond.

## **Organisation**

The curriculum in this subject has been organised to ensure that children have access to all areas specified in the national curriculum and go beyond its statutory requirements.

## **Resources**

The facilities for the teaching of physical education at Raysfield Infants' School are;

The School Hall

An outdoor climbing frame - Infants

Hard court play areas

A grassed playing field (by agreement)

Playtime equipment

Wheeled toys - Infants

The school hall has a PE store including gymnastics equipment, mats and benches.

Equipment is checked regularly and stock replenished as often as budget allows.

Teachers have access to equipment and literature, via the coordinator, and can always rely on advice when needed.

## **Planning**

The Physical Education curriculum and scheme of work developed at the school covers all areas of activity outlined as statutory in the PE National Curriculum 2014. Each year group covers certain aspects of the curriculum during the child's time at the school.

## **Assessment / Monitoring**

The subject will be monitored and evaluated by the coordinator as outlined in school's development plan for monitoring and assessment.

## **Inclusion**

As is stated in the NC 2014, children with special needs will be included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the coordinator and SENCO and Area Advisor (if applicable).

## **Health and Safety**

Since this area now actually forms part of the new National Curriculum it is important that we understand that the safety of children in lessons is of paramount importance. A separate policy for Safety in PE has been written.

## **Timings**

Pupils at Raysfield Infants' School enjoy at least two lessons of PE per week demonstrating the school's commitment to a quality PE Curriculum.

## **Role of the Coordinator**

The role of the PE Coordinator involves:-

- Producing a flexible scheme of work, with lesson ideas to support its implementation.
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Ensuring areas for lessons are safe.
- Assisting with recording keeping and assessment of the subject.
- Monitoring the teaching of the subject at school.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensuring that pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents.
- Ensure standards remain high in each year group through effective monitoring of the subject.

## **Teaching Methods**

All lessons throughout the school are taught as class groups following the scheme of work.

*We take opportunities to maximize positive impacts for sexuality, disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, girls, boys, men and women.*

Ratified

March 2017  
Review May 2020

We take opportunities to maximise positive impacts for disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, girls, boys, men and women.

- The children should wear appropriate clothing at all times as per the P.E uniform policy.
- Long hair should be tied back. Hard hair bands/slides should not be worn
- All jewellery, including earrings should be removed. Earrings may only be taped over if the wound has not yet healed – usually about 6 weeks (only stud earrings would be acceptable in such cases).
- It is part of the education process whereby pupils learn that the removal of jewellery before gym/games is a necessary safety precaution.
- Exceptions can be made, but this would tend to be where jewellery needs to be cut to be removed. Where, for example, a bracelet cannot be removed without cutting it off, a risk assessment must be undertaken before allowing a pupil to take part in P.E. In such circumstances it is advised that the situation be discussed with the school's Health and Safety Manager and obtain approval before allowing a pupil to take part in P.E.
- If children come to school wearing earrings after the wound has healed they should not take part in P.E lessons.
- Adults should not take out children's earrings.
- Children should always work in bare feet, unless the session is outside. (exceptions can be made for special needs.)
- Encourage children to avoid personal contact, unless instructed to do so, eg. a co-operative task
- Avoid supporting children manually  
Forward/backward rolls should not be taught.  
Students on teaching practice should always be supervised by qualified teachers
- Children should be regularly reminded of the safety rules including setting up and taking down of equipment.

- Children should be taught by demonstration and explanation how to safely handle apparatus including the setting up and taking down of equipment during lessons.
- These should be a gradual progression starting with mats and benches in Reception. This activity should be supervised and an appropriate number of children used to carry the equipment. Children should face the direction of travel, 4 to a mat – one on each side.
- Adults should always check apparatus for safety after it has been put out (clamps, hooks, screws, floor-bolt etc.)
- Any apparatus locked on to a bar should slope downwards from the hooks. eg, benches.
- Teach grip and foot placement from the very start (thumbs around the bar). Also establish the rule “look before jumping from apparatus”.
- Avoid overcrowding and queues forming on apparatus.
- Walk between pieces of apparatus, walk round mats or apparatus – never across.
- Apparatus should not be “mixed and matched” (if in doubt check with P.E Co-ordinator.)

### Note

- During P.E lessons the school behaviour policy of “3 strikes and you are out” applies. Loss of a lesson should never be used as a sanction.
- School P.E kit is:-  
  
Navy or black shorts  
White t-shirt (not polo shirt)  
Daps (outside use)
- Before commencing a lesson all staff must conduct a risk assessment (a visual observation to assess any potential hazards or risks.)
- The importance of a thorough warm up/cool down should be taught to all pupils.

- Changing should be done in the classroom.
- School staff teaching P.E must wear appropriate clothing for that activity. This includes the removal of any jewellery that may present a Health and Safety risk. When teaching outside, school staff must not wear clothing (eg. hat, gloves, sandals which could inhibit their awareness of exactly how hot or cold it is and their ability to judge whether the pupils are getting too hot or cold.
- Children should not talk during lessons unless asked to do so.