



# **PARKSIDE MIDDLE SCHOOL PHYSICAL EDUCATION POLICY**

**Dated: December 2022  
Review date: December 2023**

**Headteacher.....**

**Chair of Governors.....**



## **Parkside Middle School**

### **A Whole School Policy for Physical Education**

#### **Overview**

At Parkside Middle School we recognise that Physical Education is a crucial part of every child's education and inspires them to lead a healthy active lifestyle. We provide opportunities which will develop pupils' physical, personal and social skills. We recognise that P.E. can also promote many personal qualities such as perseverance, leadership, tolerance and empathy which are important aspects of character building.

The inclusion of Physical Education in the National Curriculum will ensure that pupils of all abilities benefit from a broad and balanced physical education curriculum, which is progressive, stimulating and challenging. It is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in:

- Games (Football, Handball, Hockey, Netball, Rugby, Tag Rugby, Volleyball, Rounders, Table tennis, Badminton and Basketball).
- Gymnastics
- Dance
- Athletics
- Swimming
- Health related fitness

#### **Facilities provided for Physical Education**

Parkside Middle School offers a wide range of facilities and resources to support the teaching of the Physical Education curriculum. The indoor P.E. equipment is stored internally in a locked store cupboard off the hall which is easily accessible to staff and supervised children. We have a large sports hall with basketball court and badminton court markings, basketball nets and 4 large fixed climbing apparatus and ropes for gymnastics.

We also have two additional indoor spaces which include a badminton court and open space for alternative activities such as ultimate Frisbee, table tennis and volleyball. We have 8 table tennis tables and 3 badminton nets which are utilized during after school clubs as well as during curriculum lessons. Additionally, we have one trampoline which is utilized by a community coach for an after school club.

Outside facilities include two large MUGAs which hold 6 netball courts and 6 tennis courts. We have two large fields with two football pitches, a rugby pitch

and two rounders pitches. Additionally, we have a cricket strip, athletics markings – including a long jump pit complete with 30m rubber crumb runway, circular track and sprint lanes.

The outdoor equipment is stored in an easily accessible shed. Off-site we have access to Bromsgrove Sports and Leisure Centre, where we use the swimming pool for Year 5 curriculum swimming lessons.

## **The importance of Physical Education**

Physical Education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive and to face different challenges as individuals as well as in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

## **Aims**

We aim to:

- enable pupils to realise their full physical potential
- develop basic physical skills, improve body awareness and promote physical development
- enable pupils, through exercise, to know about and value the benefits of participation in physical activity at school and throughout life
- develop an appreciation of skilful and creative performances across the areas of activity
- develop problem solving skills e.g. by giving pupils the opportunities to create and refine their own games.
- establish and improve self-esteem through the development of physical confidence as well as develop skills to outwit an opponent
- develop interpersonal skills e.g. by helping pupils to be aware of their roles as members of teams and groups and taking account of others' ideas

To ensure we achieve our aims, our Programme of Study is closely linked to the P.E. National Curriculum and involves pupils in the continuous process of planning, performing and evaluating. P.E. is a compulsory National Curriculum subject therefore teachers should monitor participation, and record instances of children failing to bring kit. There will be regular communication with parents regarding children whose PE attendance may be considered a cause for concern.

## **Physical Education Curriculum Planning**

Within the school year children at key stage two and three pupils will receive 70 hours of Physical Education curriculum. In addition to this allocated time, children throughout both key stages will benefit from additional P.E. related events such as sports days, festivals, events and competitions both inter and intra. There are

also a wide range of extra- curricular activities available ensuring there is the opportunity for all pupils to enjoy at least two hours of P.E. Children in all years will have the opportunity to take part in outdoor and adventurous activities within the summer term.

## **Aims**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

## **Key Stage 2 Programme of Study**

### **Pupils should be taught to;**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- 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 and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2. 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
- perform safe self-rescue in different water-based situations.

## **Physical Education National Curriculum Key Stage 3 Programme of Study**

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

- take part in competitive sports and activities outside school through community links or sports clubs.

## **Differentiation**

Parkside Middle School uses a range of teaching approaches within Physical Education in order to cater for all developmental requirements. This is achieved through matching tasks to different abilities and needs and also offering activities, which can be differentiated through outcome. Progression is built into the schemes of work with success criteria's and differentiated activities for lower ability, middle ability and higher ability children throughout each lesson. Furthermore, close liaison with LSA's is another support made available within PE provision. Variation is offered to the children in activities, resources, pace and teacher support. Children are also encouraged to work in either pairs, small groups or teams in order to help and learn from each other.

## **Equal Opportunities**

Parkside Middle School values the individuality of all the children in physical education regardless of their age, gender, ethnicity, attainment or background. We follow the physical education national curriculum, therefore covering all areas of activity with every child. The children are class based in KS2, moving into single sex ability sets in KS3, to allow for more effective teaching.

## **Out of School Hours Learning**

We have a dedicated PE department at Parkside which is made up of specialist PE teachers and additional teachers who give up their time to facilitate and deliver activities during out of school hours. We also have specialist coaches who come in to run an extensive extra-curricular time table where activities are run on a termly basis. Clubs take place after school from 3:15pm – 4:15pm. Clubs on offer as extra curricular at Parkside include, football, netball, rugby, badminton, trampolining, cricket, basketball, hockey, rounders, athletics and table tennis. Parental consent is obtained for all children accessing an extra-curricular club and a 'sign- in' system is implemented along with a register to monitor attendance and ensure an accurate record of those attending in case of a club cancellation. In situations where there may be changes to clubs, provision is still made available and a text is sent home to inform parents and carers.

## **Inclusion**

The Physical Education curriculum is made accessible for children of all abilities. A variety of approaches are used to include children with specific disabilities or health conditions. These are as follows:

- Modifying activities – Changing an element of the activity to allow a child to join in. e.g...equipment, boundaries, rules, etc...
- Parallel activities - Children work on similar activities alongside each other, therefore succeeding to their own ability.
- Separate activities – In some cases it is not beneficial for a child to be included therefore a separate activity is set up for the child to work with support. This would be linked with a specific area of development.

For children that require medication, for example inhalers, these are always made available prior to and during the lesson. Children are encouraged to be responsible for their medication although the teachers monitor administration.

## **Assessment/ /recording/ reporting**

Assessment of the children's progress in P.E. is a part of the teaching cycle.

Assessment procedures take place on two levels:

- Informal – The children are continually assessed within P.E. lessons to keep track of ability levels and plan accordingly. Registers are used in every lesson and pupils are graded using the school assessment policy [emerging, developing, secure, mastery or exceeding] depending on the extent to which they meet their milestones for that lesson. Peer assessment and self- assessment opportunities are incorporated within the plans and resources for this are provided.
- Formal – Pupils are given a grade at the end of each half term which is recorded on our mark sheet assessment grids on BromCom and is communicated to parents in a report.

The annual report to parents is published in the summer term, and consultation evenings held in the autumn and spring terms.

## **Risk Assessment**

Risk assessment is a legal requirement under the 'Management of Health and Safety at Work Regulations 1999 Amended 2006'. Risk assessment is largely a process of logic, common sense and sound planning, and should be applied to any activity that forms a part of the P.E. programme.

It requires a careful examination of what could harm pupils, colleagues or others in the teaching and learning situation (i.e. THE HAZARD). Once "the hazard" is identified then RISK control means that precautions should be implemented which minimise or prevent harm.

Regular checks and risk assessment should be made by all teachers as well as ongoing risk assessments which are made periodically, e.g. annual safety checks and repairs are carried out on gymnastic equipment. However, staff should check apparatus as it is being taken out and used in every lesson.

If a significant hazard is identified e.g. an item of broken equipment, it should immediately be taken out of use and reported to the Head of PE/Headteacher/Site Health and Safety Officer (the caretaker).

Please refer to our Physical Education Health and Safety Policy for further information.

## **Staff Responsibilities**

The Heads of PE have overall responsibility for the organisation of the P.E. curriculum. The key roles are:

- To monitor and evaluate practice by being aware of current classroom practice and discussing any needs and concerns with colleagues.

- To organise resources through carrying out a resources audit, ordering new resources and managing the P.E. curriculum budget effectively.
- To support other members of staff by demonstrating good practice, commitment and enthusiasm; organising INSET opportunities, leading curriculum development meetings and giving advice on assessment and recording.
- To communicate the school policies by writing and reviewing curriculum policies, liaising with outside agencies to keep up to date with developments and overseeing the extra-curricular activities that relate to Physical Education.

## **Safe Practice**

Children learn about safe practice across all year groups and activities. In particular, they learn:

- To respond readily to instructions and signals within established routines
- To recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition
- To understand safety risks of wearing inappropriate clothing, footwear and jewellery. Pupils must remove all jewellery prior to a Physical Education lesson. If this is not possible then a written note must be provided. Members of staff are also encouraged to follow safe guidelines in regard to their jewellery, clothing and footwear.
- The wearing of shin pads is mandatory for pupils participating in extra-curricular football fixtures.
- To wear full Parkside PE kit if participating in out of hour clubs.
- To know how to lift, carry, place and use equipment safely
- To understand the importance of warming up for and recovery from exercise, thus preventing injury.

Staff should be aware of any children with special educational needs.

## **Wet Weather Provision for Games lessons**

If the planned session is unable to be delivered due to bad weather, then the hall can be used for an indoor session of either the planned work adapted to the hall or a fundamentals session, provided the hall is not being used by another timetabled session. If the hall is unavailable, then a classroom session shall be undertaken drawing on the theoretical aspects of physical education such as basic anatomy and physiology, exercise and physiology/biomechanics.

## **Non-Participants**

If, for whatever reason, a pupil is unable to take part in a session due to injury, a note from a parent/carer is required. During the lesson the pupil is asked to complete a 'non-participant' activity, which involves peer assessment, identification of key teaching points and umpiring/refereeing small games if appropriate.

On the first occasion of forgotten kit a verbal reminder will be given and a kit mark will be issued along with a 'b' for equipment which is in line with our school behaviour policy. On the second pupils will receive a B1 followed by a lunchtime detention.

All kit must have a name or initials on the inside of each garment. If the child's kit has become lost in the changing area, all reasonable efforts will be made to help find the kit. Where possible, spare kit will be allocated to any child who has forgotten kit / appropriate footwear.

## **Organisation**

All pupils are timetabled two hours of PE per week. In Year 5 the children access the swimming curriculum. This takes place throughout the academic year each class in Year 5 receives 6 sessions 1 per week over a period of 30 weeks, with significantly weak swimmers accessing an additional 6 sessions at the end of the summer term.

Sports out of hour's clubs are ongoing throughout the terms. Outside agencies and professional sports coaches are welcomed into the school to work with pupils both in curriculum time and after school. Sports Day takes place in the final summer term, for Key Stage Two and Three. The aim is to involve all children in all activities and challenges allowing both individual and group successes. The overall target is enjoyment and celebration of personal achievement.

All regular P.E. rules apply through the clubs. All games lessons follow a structure of a warmup routine, skill development, games context and a cool down. All gymnastics lessons follow the structure of a warmup routine, floor-work, skill development / apparatus and a cool down. All dance lessons follow a structure of a warmup routine, isolated skill progression, composition development and a cool down. Pupils take part in festivals of sport and any other opportunities to work with and compete against pupils from other schools.

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