



Physical Education Policy

for Hertsmere Jewish Primary School

Reviewed by: S Skolnek

Reviewed on: October 2020

Date of Next Review: October 2021

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on October 2020.

It is due for review on October 2021.

Signature: *R. Klak-Levi* Headteacher Date October 2020

Signature: *J. Greenberg* Chair of Governors Date October 2020

The Purpose of this Document

This policy reflects the school's values and philosophy in relation to the teaching of Physical Education. It sets out the framework within which the teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

This document is intended for all teaching and non-teaching staff, governors, parents, inspection teams, LEA advisers and interested parties.

The Importance of PE in the Curriculum

PE develops pupils' physical competence and confidence. It promotes physical skill, development and knowledge of the body and provides opportunities for children to be creative, competitive and to face challenges as individuals, in groups and in teams. It is also essential in promoting a positive attitude towards active and healthy lifestyles. Through PE, pupils learn how to plan, perform and evaluate their work, enabling them to improve their quality and effectiveness. Through this process, they discover their aptitude, abilities and preferences and how to make choices about getting involved in life-long physical activity.

The school takes part in competitive sports within Hertfordshire, as well as Maccabi tournaments. Teams for sports fixtures will be chosen on skill and ability. Trials will take place separate to PE lesson and the children will be informed of the time in advance.

Aims in Teaching PE

- To ensure children are confident, safe and enjoy physical activity.
- To develop an ability to select, link and apply skills, tactics and compositional ideas and perform them with control, co-ordination and fluency.
- To improve observational skills and the ability to evaluate their own and others work and use this skill to improve performance.
- To develop a sense of fair play and sportsmanship.
- To co-operate and work successfully and collaboratively with others.
- To motivate and retain a lifelong interest in PE and to recognise the importance of living and maintaining a healthy lifestyle.

Curriculum Requirements

Foundation Stage

By the end of the Foundation Stage, children should be able to

- Move spontaneously, imaginatively and confidently, showing control, co-ordination and awareness of space.
- Use small and large equipment, showing a range of basic skills.

- Recognise the importance of keeping healthy and those things, which contribute to this.
- Recognise the changes that happen to their bodies.

The children learn these skills through weekly PE lessons, taught by Ms Skolnek.

- Balancing
- Moving freely in different ways with pleasure and confidence, e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Negotiating space successfully.
- Adjusting speed or direction.
- Running.
- Travelling with confidence and skill – under, over and through.
- Controlling an object – pushing, patting, throwing, catching, kicking.

Key Stage 1

The National Curriculum requires a child at the end of Key Stage 1 to be taught and able 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

The National Curriculum requires a child at the end of Key Stage 2 to be taught and able 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.

Planning the PE Curriculum

Planning Key Stage 1 and 2 is carried out by Ms Skolnek. Planning in the Foundation Stage for Physical Development is carried out by Ms Skolnek and the Nursery Leader. Planning is used for

- Setting clear, achievable goals
- Ensuring work is matched to pupils' abilities, experience and interests.
- Ensure progression, continuity and subject coverage throughout the school.
- Providing criteria for assessment and evaluation of teaching and learning.
- Ensuring the balance of all four aspects of the National Curriculum is taught in PE lessons.

At HJPS the PE Hub and Hertfordshire Scheme of Work is used, which outlines long term, medium and short-term planning for Key Stage One and Two. This is also referenced to the LCP PE Scheme of Work and the PE Hub.

Physical Development in the Foundation Stage is about improving skills of control, co-ordination, manipulation and movement of both gross and fine motor development. It helps children gain confidence and develops a positive sense of well being. Particular attention is paid to

- Planning activities to offer appropriate physical challenges.
- Providing sufficient space indoors and outdoors to set up activities.
- Allowing sufficient time for children to explore the equipment.
- Providing a range of resources.
- Introducing the language of movement.

The P.E co-ordinator plans the teaching of PE. She will consider how the curriculum will be differentiated. Consideration will be given to

- Pupil groupings e.g. ability or mixed ability groups, or group, paired or individual activities.
- Resources, eg different equipment for different levels of ability.
- Pupil activity eg different group tasks, different pupil roles and responsibilities, different allocations of time and variation of pace within the lesson to meet the needs of different levels of ability, including children who cannot access the curriculum due to physical disability.
- Other opportunities eg extra curricular activities, club links and interest groups, for the development of excellence.

Entitlement

All pupils are entitled to a progressive and comprehensive physical programme that covers the National Curriculum requirements. Pupils will access the curriculum aims through participating in

- Dance

- Games – hockey, football, rugby, netball, cricket, handball, basketball and rounders
- Gymnastics
- Athletics
- Swimming
- OAA

Swimming

All children in Year 3 go swimming weekly for a half term each. A fee is paid to cover transport and tuition. The aim is for all children to achieve the minimum requirement of 25 metres unaided.

Time Allocation

In order to meet the national target of children receiving two hours of high-quality PE a week, children in Foundation Stage have two hours of PE with Ms Skolnek and nursery have half hour P.E each week.

In Key Stages 1 and 2, all classes have PE 2 hours per week, split into two 1 hour sessions taught by Ms Skolnek and our sports apprentice.

Out of School Hours Learning (OSHL)

We believe that extra-curricular activities are an important part of a child's primary education as it enables children to develop particular skills and further their interest in one or more activities. They help produce a competitive element to learn games and promoted co-operation and fair play. Activities offered are inclusive and are offered to children of all abilities. Some activities are aimed at specific year groups and clubs vary throughout the year. They include

- Football
- Netball
- Karate
- Tennis
- Gymnastics
- Dance
- Krav Maga

Assessment, Recording and Reporting

These are important elements in ensuring that sound progression is made by children in PE. The P.E co-ordinator uses assessment sheets recommended in the Scheme of Work of the PE Hub. Photographs of matches and skills taught are kept by the Sports Leader in the Assessment file. Pupils keep these photographs as evidence in their PE books.

Staff Development and Adults other than Teachers (AOTTS)

Staff development needs are met by

- Attending training courses
- Attending in school training sessions run by the P.E co-ordinator, Meryl Charles and the WAHSSP.
- Observation and feedback by the P.E co-ordinator and SSCOs.

Role of the Sports Leader

- Producing a flexible scheme of work, with lesson ideas to support its implementation.
- Maintaining and replacing equipment.
- Ensuring areas for lessons are safe.
- Assisting with recording and assessing the pupils.
- Monitoring the teaching of the subject.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff members are aware of courses themselves.
- Ensuring that pupils have the opportunity to be 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.

Resources / Accommodation

Ideas to supplement the schemes of work are kept on the shelves in the PE cupboard. Games and dance equipment are kept in a locked PE cupboard situated in the hall. Gymnastics equipment is located in the hall.

Equal Opportunities

All children have the same access to PE activities regardless of their gender, race or cultural background. Children with additional needs and disabilities will be included in every physical education lesson. If a programme needs to be adapted, the teacher in charge will do this in consultation with the Sports Leader and Inclusion Leader (if applicable).

Clothing

It is essential that every child bring a change of clothing (PE kit) for PE, partly for reasons of hygiene but also to ensure that the clothing is suitable for the physical activity. During the period of Covid 19, the children will arrive to school dressed in their P.E kits and remain wearing it for the rest of the day. Plimsolls/trainers, navy shorts and a plain white t-shirt or navy tracksuit trousers are appropriate for indoor/outdoor activities, with swimming costume/trunks and a towel for swimming. Goggles may be worn if a letter is received from a parent/carer requesting this.

All jewellery except for stud earrings must be removed for PE lessons or covered if they are unable to remove them. Long hair should be tied up.

School Sport Teams Selection

The schools' sports teams have a proud, distinguished and successful record of regular participation in inter-school competitive sports tournaments. Many of these events are organised by The Watford and Hertsmere School Sports Partnership and Maccabi GB.

Pupils from Years 5 and Years 6 are chosen for school teams, competitions and mini-tournaments, although teams from Years 1, 2 and 3 are occasionally chosen for specific events.

HJPS is an inclusive school and we ensure our team selection is done through termly trial sessions and where possible, allows pupils the opportunity to compete if they wish to do so.

There are a restricted number of fixtures and consequently opportunities for pupils to represent the school can be limited. We take into consideration many different factors when selecting and a panel of staff are involved in this process. We appreciate parental support in trusting and understanding our aim to be fair in our selection process.

Once selections have been made, the class teacher ensures that pupils who are selected to represent the school demonstrate appropriate behaviour. If behaviour standards are not met their right to represent the school may be withdrawn, as per our Behaviour Policy.

Please contact the P.E co-ordinator if there are further questions regarding team selection.