



LAUNDE PRIMARY SCHOOL

POLICY FOR PHYSICAL EDUCATION 2022 Incorporating PHYSICAL HEALTH AND MENTAL WELLBEING

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Next review: January 2024

Signed *M. Moku*
(Chair of Governors)

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POLICY FOR PHYSICAL EDUCATION 2022

Our Vision for PE and Sport

At Launde Primary School, we aim to provide all children with a Physical Education curriculum that provides ample opportunity to succeed through the enjoyment of sport. Through progression of key skills, which can be applied to multiple sports, children are challenged competitively, encouraged to cooperate collaboratively as a team and taught resilience, all of which improve their confidence to try. Active lifestyles at a young age inspire lifelong participation of sport and contributes to the physical, emotional and social well-being and development of every child.

Aims

1. to give pupils the information that they need to make good decisions about their own health and wellbeing.
2. to enable pupils to recognise what is normal and what is an issue in themselves and others and, what to do if and when issues arise relating to health and wellbeing.
3. To ensure pupils know how to seek support as early as possible from the appropriate sources relating to their own health and wellbeing.
4. To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency (acquiring and developing).
5. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).
6. To give pupils the opportunity to be involved in a variety of physical situations.

Physical Health and Mental Wellbeing Statement

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

Health Education can complement what is taught through PE by developing core knowledge and broader understanding that enables people to lead healthy, active lives and PSHE can complement PE in this respect.

Physical health and mental wellbeing are taught within the framework of PE and PSHE:

1. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
2. Within lessons, pupils are taught the importance of self-control and ability to self-regulate, and are provided strategies for doing so. This enables them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

3. Our integrated, whole-school approach to the teaching and promotion of health and wellbeing potentially has a positive effect on behaviour and attainment.
4. Effective teaching aims to reduce stigma attached to health issues, particularly regarding mental wellbeing. Launde encourages an open atmosphere where pupils feel confident to check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.
5. Launde utilises the curriculum to provide flexible age-appropriate content for primary children.

Pupils will take part in the yearly mental wellbeing week with activities focusing around physical and mental health. Launde will have well-being ambassadors' a group of pupils who will develop and encourage mental health.

What does teaching physical health and mental wellbeing look like?

The focus in primary schools should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Physical health and mental wellbeing are set in the context of a whole-school approach to support pupils to be safe, happy and prepared for life beyond the school.

Each focus sits within the context of a school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

- Pupils are taught the benefits and importance of daily exercise, good nutrition and getting sufficient sleep, whilst giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences.
- Pupils are taught to articulate how they are feeling, develop the language needed to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.
- Learning about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid happens throughout the school in PE and PSHE lessons.
- Pupils are taught about the relationship between good physical health and mental wellbeing with physical exercise and time spent outdoors.
- At Launde, the learning of health education complements and supports the school's wider education on healthy lifestyles through physical education, sport, extra-curricular activity and school food.
- A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Physical Education Entitlement

At Launde our children have two hours of timetabled PE every week. Each year group has one timetabled indoor session and one outdoor session per week. A curriculum map outlines units of work to be covered each half term throughout the year, in accordance with National Curriculum expectations to provide an appropriate breadth of study. Teachers are provided with a PE skills progression sheet as a focus for lessons and allows for effective assessment.

This includes the timetabled swimming programme in years 3 and 5 which is delivered for 10 consecutive weeks at the local leisure centre.

Sport days are held annually during the summer term for each Key Stage.

Outdoor learning includes the use of low ropes equipment.

Year 4 and 6 residential trips include physical activity on a larger scale.

Throughout the year additional curriculum support and opportunities are offered to year groups when they arise or are needed via liaison with local sporting community agencies, OWSSA (Oadby and Wigston School Sports Partnership), SLSSP (South Leicestershire School Sports Partnership) and the PE co-ordinator.

Furthermore, teachers are provided with additional professional development through use of Leicester City in the Community; team teaching alongside expert coaches.

Sporting Extra Curricular Learning

Extra-curricular activities are offered in a variety of sports throughout the year in response to pupil interests, teacher's abilities and available resources.

Teachers and other staff are encouraged to take part in and out of school hours learning, to provide children with opportunities for enabling, extension and enrichment. Support and training are provided as needed for all those involved in out of school hours learning to ensure high quality provision.

Parents are informed with up to date sporting extra-curricular learning opportunities via the school website, school newsletter and PE newsletters which are sent home at the end of every half term.

Staffing, Staff Development, Management and Leadership

All staff take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should indicate where they feel they need support and attend available courses advertised on the PE section of the staff noticeboard.

Any training needs or opportunities should go to the PE co-ordinator. Information and resources are disseminated to other staff.

The PE co-ordinator is responsible for observation of PE lessons and auditing strengths and weaknesses of the quality of PE provision. Training and support opportunities are then prioritised accordingly.

Outside Sporting Agencies

Outside agencies are also used where there is an extra demand for provision that is beyond that which the school staff can provide. This is usually done on a pay per attendance basis.

Outside agencies are provided with relevant information and are DBS checked before taking part in any activity. Insurance is organised during the induction process. Each outside agency is made aware of school safety and safeguarding procedures before the onset of their sporting activity block.

Parents and carers are encouraged to become involved in support of school sport where possible.

Equipment, Resources and the Learning Environment

Facilities:

The school hall is equipped with gymnastics apparatus and there are allocated times for use by every class. Outdoor facilities include: large grassed area, which is marked out for various uses at different times of the year: an all-weather pitch ball court and large concrete areas with various markings. A low ropes course has also been provided on site.

Apparatus:

The school hall is equipped with free standing apparatus which is subject to a mandatory annual inspection. Teachers are responsible for its storage and correct location at the end of each lesson, encouraging pupils to be involved in the safe movement and storage of apparatus where possible.

Equipment:

Each Key Stage has access to a large variety of equipment allowing all areas of the PE curriculum to be taught. In addition, year groups are provided with units of work and lesson plans to support and aid planning.

Assessment, Recording and Reporting

Pupil's work will be assessed throughout each unit of work using formative and summative assessment methods. Assessment for learning is ongoing and will be carried out by the class teacher through direct observation. Also, children will assess their own work and the work of others. Assessment data is collected for each child's progress in Physical Education in the summer term and is made available to the parents within school reports and also passed on to their next teacher the following year.

Continuity and Progression

The teaching of Physical Education is based upon the relevant National Curriculum programmes of study for Key Stage 1 and 2. To implement these plans the TOPS resources, Leicestershire lesson plan ideas and Val Sabin's Gymnastics Scheme of work are used at the teacher's discretion. These inform planning, ensure progression and continuity.

Curriculum Planning

The organisation of Physical Education in the school promotes teaching and learning. Lessons are blocked in units outlined on the PE curriculum map and include the following strands from the National Curriculum guidelines:

Foundation Stage:

- Spatial Awareness
- Basic Motor Skills
- Co-ordination and Control
- Aiming/Predicting and Estimating

KS1:

- Gymnastics
- Dance
- Games
- Athletics
- OAA

KS2:

- Gymnastics
- Dance
- Games (invasion, striking/fielding, net/wall)
- Athletics
- OAA
- Swimming

Information on PE performance is passed on to the next teacher at the end of each school year, with transition packs also being made available on the move into KS3.

Cross-Curricular Issues

Links with other subjects are encouraged wherever possible in PE. Links are especially made with science, ICT, numeracy, literacy and PSHE.

Equal Opportunities and Inclusion (use in accordance with school's Inclusion policy)

All pupils will be given differentiated access to the full PE curriculum and extra-curricular activities regardless of gender, race, cultural or economic background. Although some games and activities have traditionally been preferred by one gender, we do not wish to assume such stereotypes, thereby depriving some students the opportunity to enjoy a variety of activities. Throughout the whole school all pupils should learn to take part in all PE activities. Single gender groupings should only be used when it is necessary to enhance the experiences of either sex.

Wherever practicable provision will be made for pupils with special educational needs where it affects their performance in PE. This will be met through greater differentiation of tasks, use of specialised equipment, activities planned in accordance with the inclusion spectrum, and use of school-based intervention as set out in the Inclusion Policy.

Monitoring and Evaluation

Pupil's work will be assessed throughout each unit of work using formative and summative assessment methods. Assessment for learning is ongoing and will be carried out by the class teacher through direct observation. Also, children will assess their own work and the work of others. Assessment data is collected for each child's progress in Physical Education in the summer term and is made available to the parents within school reports and also passed on to their next teacher the following year.

The PE co-ordinator is responsible for monitoring the effectiveness of teaching and learning of PE across the school. This is achieved through observations of lessons and then feedback which is both positive but constructive.

All monitoring and assessment of PE is done in accordance with the guidelines for high quality PE and School Sport and is in line with the school's evaluation process to ensure development within Launde. All teachers should be made aware of this document and the criteria for high quality provision at the beginning of each year.

Other Policy Documents

Equal Opportunities; Health and Safety; Behaviour, Inclusion; Assessment and Recording, Monitoring and Evaluation.

Policy Review Date: January 2024

Appendix 1: Learning Outcomes for Physical Health and Mental Wellbeing

What pupils should know by the end of primary school:

Mental wellbeing

- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle
- How and when to seek support including which adults to speak to in school if they are worried about their health.