

PHYSICAL EDUCATION AT KESTON

The school offers all pupils a broad and balanced programme of physical education.

All pupils are entitled to a programme, which caters for their individual needs, offers equal access and opportunity and enables them to participate fully.

KESTON AIMS

We aim to provide children with the opportunities to develop all the areas set out in the National Curriculum: -

1. Provide physical development and a kinaesthetic sense (an awareness of their bodies and the space which surrounds it).
2. Develop an awareness of their abilities and limitations and those of others through planning, participating, performing, appreciating and evaluating.
3. Develop the ability to choose the appropriate skills and processes to solve problems in physical education.
4. Establish self-esteem through the development of physical competence and confidence.
5. Develop artistic and aesthetic understanding within and through movement.
6. Develop an ability to work independently, co-operatively, collaboratively and competitively.
7. Develop an understanding of the importance of safety for them and others at all times.
8. Improve health and fitness.
9. Understand the relationship between health and exercise and how it fits into a balanced, healthy lifestyle both now and in adult life.

The over-riding theme is that all children should take part all of the time, each working at their own level.

During this time children should be extending their ability to **participate, plan, perform and evaluate**. These should be planned for within P.E. lessons.

In K.S. 1 the emphasis is on:

- mastering basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination, and beginning to apply these in a range of activities
- participating in team games, developing tactics for attacking and defending

- Performing dances using simple movement patterns

In K.S. 2 the emphasis is on:

- Running, jumping throwing and catching in isolation and in combination
- Playing competitive games and applying basic principles suitable for attacking and defending
- Developing flexibility, strength, technique, control and balance
- Performing dances using a range of movement patterns
- Comparing their performances with previous ones and demonstrating improvement to achieve their personal best.

Swimming

We provide swimming instruction in KS 1 and 2.

In swimming the emphasis is on: water safety, stroke technique and ultimately swimming 25 m by the end of KS 2 if not before.

Throughout these areas they should, in turn, be developing:

Problem solving skills (making decisions, selecting, refining, judging and adapting)

Self-esteem

Inter-personal skills and the ability to comment on the effects of exercise on their bodies

These should be planned for within the lessons.

It should be noted that P.E can and should be linked to other areas within the Primary curriculum. It provides numerous opportunities for cross curricular links which should be planned for.

Planning for differentiation at Keston.

Planning for differentiation should incorporate: -

1. Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities.
2. Resources, e.g. different equipment for different levels of ability.
3. Pupil activity i.e. differentiation by task or outcome.

Special Educational Needs

It is the responsibility of the teacher to plan for Physical Education so that it allows **all** children to participate at their **own** ability.

Equal opportunities

All pupils should be given access to the full P.E. Curriculum, regardless of gender, race or culture. (Every Child Matters)

We will plan for all children to participate in any of the activities offered and encourage all children to join in with as many OSHL opportunities as possible.

Extra curricula activities

Children are encouraged to participate via a substantial number of sports related clubs KS1 and KS2.

Competition

Children are encouraged to challenge themselves within all strands of the PE curriculum. There are also opportunities for them to get involved in inter and intra school festivals. Additionally, children have the chance to trial for school squads in a number of sports. Squads then compete against other schools.

Hygiene and Safety

Dress:

Pupils

Pupils should be encouraged to change for P.E. quickly and quietly. Generally this is in the classroom. However, it may be suggested that boys and girls change in separate areas of the school towards the end of K.S 2 to allow some degree of privacy e.g. different classrooms. Children should be suitably dressed for freedom of movement and safety. Long hair should be tied back.

For Indoor P.E.

- Royal blue shorts.
- Plain white T-shirt - tucked in for safety reasons
- Bare feet for gymnastics (plimsolls if there are medical reasons) ;plimsolls/ plain trainers for inside games.

For Outdoor P.E.

As above for indoor kit plus

- Tracksuit top and bottom (if cold) in a plain, dark colour.
- Plimsolls/ plain trainers.

Tights should not be worn for P.E. so it is recommended that a spare pair of socks is kept with the rest of the kit in the child's P.E bag.

For Swimming

- One-piece swimming costume/trunks - boys should not wear shorts as these restrict movement.
- Hat - for both boys and girls - due to filter system operating within the pool.
- Goggles may be worn but written parental/guardian permission is required.

NB: consideration should be given to religious needs when thinking of the above

Children who forget their P.E. kit should not be encouraged to borrow from their peers in school, although limit spare kit may be available. If children continuously forget/do not have their kit in school for no apparent reason, there are standard letters which can be sent home (appendix 4).

Teachers

Teachers should also change for P.E, i.e. suitable footwear and clothing to allow ease of movement and to act as a role model.

Jewellery

Watches and earrings should be removed. The only exception to this is if a letter from the child's parents/guardians is received taking responsibility for the child wearing stud earring and consequently any accidents, which may subsequently occur.

Apparatus/Equipment

1. The teacher should be positioned in such a way that it is possible to see all children.
2. Children should know to react immediately to any command given by the teacher. (Noise levels should be such that pupils can hear the teacher's instructions/signals in order to do this.)
3. Children should be encouraged to move and store equipment in a safe manner.
4. The teacher must always be present when apparatus is being used. Children should not arrange apparatus without teacher supervision.
5. Children should not use apparatus (large or small) without being told to do so.
6. There must be sufficient space for pupils to perform activities of their choice without fear of collision. There should be no obstacles where flight or landings can be expected.
7. Mats should be provided where landings are expected, but not under the climbing frame unless the pupils are expected to use this as a dismount point.
8. The teacher and children should be aware of potential hazards such as apparatus which could move or jerk out of place during a lesson, e.g. the large activity mat, and be prepared to take appropriate action.
9. The teacher in charge of the lesson must check the apparatus regularly, and any faulty or damaged equipment must be marked as unsafe and removed from use immediately.

All adults working at the school have a responsibility to report any defects in equipment to the P.E. Co-ordinator

10. There should be sufficient equipment for everyone to be actively involved.
11. There should be no competitive racing games (i.e. shipwreck) or dive forward rolls on apparatus.
12. Children should be aware of others at all times.
13. **All accidents should be reported immediately and medical advice sought if necessary, particularly if there is a blow to the head. Inhalers should be readily available for all children who need them.**

Educational Gymnastics

The skills laid down in the progression for educational gymnastics and schemes of work are introduced in different year groups and revised and built upon in subsequent year groups. There is an expectation that each child will improve and refine their movements as they mature.

In any well-structured gymnastics lesson there will be a progressive general pattern of

- Warm up (see Appendix 1)
- Floor/mat work individually
- Floor/mat work in pairs/small groups
- Apparatus work individually, in pairs and occasionally in groups
- Cool down (see Appendix 1)

N.B. Apparatus does not necessarily imply frame, box etc. Mats can be sufficient and are valuable in their own right.

General Organisation

1. Queuing should be discouraged. This disrupts flow and wastes time.
2. Children should not always start and finish in the same place, unless it is part of a prepared sequence etc.
3. The teacher should be aware of the abilities of the class and individual pupils and ensure that they are not over-stretched and equally that they are encouraged to improve the range and quality of their work.
4. Children should be encouraged to plan their own movements/ sequences within the lesson.

Correct Handling Methods

- The large frame should be constructed first. Teach pupils to handle this apparatus according to the manufacturer's instructions and supervise/assist as necessary. (Please ask the PE co coordinator to provide inset on this if required.)
- Stools should be carried by the legs.
- Benches should be carried with one child at each end (yr 5 and 6) or 2 at either end or 1 at either end or 1 on either side (yr 1, 2, 3, 4).
- The box should be dismantled and 2/4 children, depending on strength, should carry each section.
- 2/4 children as above should carry mats.
- The children should be encouraged to check the safe positioning of apparatus before starting any activity and offer reasons as to why something may or may not be appropriate.
- The springboard should not be used during curriculum time and only in extracurricular if the teacher has specialist qualifications.

CHILDREN SHOULD ALWAYS FACE THE WAY THEY ARE TRAVELLING WHEN MOVING APPARATUS.

Games

Pupils will be taught the necessary skills to build up competency to enjoy participation in various games. Pupils may work individually or in small groups. If pupils work in too large a group there will be less opportunity to practise a skill and the more able pupils will tend to get the most contact with the equipment. The less able, who actually need the most practice will then be deprived of opportunity.

In any well structured games lesson there should be a progressive pattern for effective skills training of:

- warm up
- individual work
- paired work
- small group work
- cool down activity

Parachute games

Parachute games can take place indoors or outdoors. There are many variations of games but the majority encourage co-operative rather than competitive relationships. Parachute games encourage everyone to feel like a winner regardless of age, size or ability.

Athletics Activities

In athletics the focus will be on running, jumping and throwing. From yr 2, children will have opportunities to measure, compare and improve their performance. (Sports Hall Athletics.)

The emphasis will be on participating and self-comparison rather than comparisons against others performance. However, children will naturally compete with each other. We will aim to channel this competitive nature into helping the children strive to perform **their** best. Our aim is that pupils learn to enjoy participation and become mature enough to accept their comparative strengths and weaknesses.

Outdoor and adventurous activities.

The children in year 6 will have the opportunity to participate in a residential school journey where they will experience a number of outdoor and adventurous activities.

Swimming and water safety

There is an opportunity for children to be taught swimming at K.S.1 and 2 at the schools own pool.

Our qualified instructor will:

- Go over rules for safety at the pool with the children
- Assess children on the first visit of their course
- Allocate groups according to ability
- Understand fully the safety procedures necessary to provide a safe environment, such as the location of the nearest phone and resuscitation equipment
- Provide the necessary first aid at the poolside, including the application of resuscitation when necessary.

It is the swimming teacher's responsibility to plan for swimming lessons and record achievements. It is the co-ordinator's responsibility to liaise.

A swimming pool is obviously a place of potential danger and the teacher must take every precaution to minimise this, without being over-restrictive. Certain rules and routines must be established, leading to acceptable behaviour by the class.

- a) Good discipline must be observed at all times.
- b) No pupils should be allowed in the water until the teacher gives permission
- c) No running along the poolside or pushing others into the water should be allowed. No jewellery to be worn in the water.
- d) Signals should be obeyed promptly, especially these indicating stopping and getting out of the water.
- e) Floats and other aids are valuable assets in learning to swim, but should only be used under the direction of the teacher.
- f) The teacher should also be acquainted with the emergency arrangements provided at the pool, such as the location of the telephone and first aid equipment
- g) Children should be not allowed to jump/dive into the school pool.
- h) Children should not be allowed to swim if they have recently suffered with a stomach upset i.e. within 24 hours.

Hygiene

Swimmers should be trained to play their part in keeping the pool clean. Clothing should be arranged tidily. The use of, toilet and shower and footbath should be an essential part of preparation for the lesson. Regular foot and cleanliness inspections should be carried out before classes enter the water.

Swimmers should:

- Remove their watches, even though they may be waterproof, as they can pose a safety problem
- Wear goggles correctly and not remove them during the lesson in order to give them to other pupils to use (see page 3)

Dance

In dance, the expressive aspect of movement will be emphasised. Children will be encouraged to explore and to use their imagination to create simple sequences and dances to stimuli. This could be music. This may include interpreting music and relating it to the movement of their bodies. There will be opportunities to focus on the body, actions, space, dynamics and relationships.

Assessment/Evaluation

Direct observation is the most obvious way of collecting evidence in Physical Education. This may include discussion with children, their response to questions and their individual assessment of their own and others performances. These can then be used to inform subsequent planning. Use of ICT (e.g. flipcams) is also a useful tool for teachers and pupils. Assessment of children's attainment should be a continuous process. Assessed levels of attainment in each strand should be more formally recorded on the target tracker (TBC). Uptake of OSHL is monitored and data analysed.

Swimming

The swimming teacher assesses this at regular intervals. Children work towards awards established by the English Schools Swimming Association. The swimming teacher records achievements. There is also an internal certificate system available, should the swimming teacher choose to award them.

Resources

Equipment for P.E. is stored in cupboards off the Infant/Junior halls. Equipment is not mutually exclusive but tends to be age related. There are also staff reference books in the staff room.

Schemes of work

Schemes of work are available in teacher shared PE.

These schemes are a guide to the activities, which should be taught. They run parallel to the curriculum maps. Should you wish to change activities please add/alter the schemes and notify the PE co-ordinator and put a copy in teacher shared/PE, Schemes of work. Please ensure this additional information is dated. However, remember the overall theme for the term should remain the same.

Keston Physical Education timetable (K.S.1)

	<u>Reception</u>	<u>Year 1</u>		<u>Year 2</u>	
		<u>1st Half</u>	<u>2nd Half</u>	<u>1st Half</u>	<u>2nd Half</u>
<u>Autumn</u>	Foundation plans	Swimming Gym	Swimming Gym	Swimming Gym	Swimming Gym
<u>Spring</u>	Foundation plans	Swimming Dance	Swimming Dance	Swimming Dance	Swimming Dance
<u>Summer</u>	Swimming + Foundation Plans	Swimming Games	Swimming Games	Swimming Games	Swimming Games

Keston Physical Education timetable (K.S.2)

	<u>1st Half Term</u>	<u>2nd Half Term</u>
<u>Autumn</u>	Swimming Games /indoor athletics	Swimming Games/indoor athletics
<u>Spring</u>	Swimming Dance	Swimming Gym
<u>Summer</u>	Swimming Outdoor Athletics	Swimming Games

One hall session/playground session per week is timetabled.

If, for any reason, strands do not co-inside with the suggested timetable they should be swapped e.g. opportunities for games via the Coulsdon cluster partnership or additional opportunities with local sports associations when games is not on line should be swapped with something that is on line at the time. This will then ensure that a balance across the strands will be gained over the year.