



I. AIMS AND OBJECTIVES

Molescroft primary school aims to provide a curriculum concerned with developing good quality performance and at the same time enabling every pupil to become independently active. In order to do this we will:

- Provide the children with the background skills and motivation to opt into physical activity as a lifestyle habit.
- Provide opportunities to progress from being teacher dependent to assuming responsibility for planning, carrying out and reviewing their own programmes of activity.
- Cross-curricular schemes will be carried out through the dance and gymnastic themes.
- Develop an awareness of community leisure opportunities and the development of inter-personal skills linked with citizenship.
- Develop safe practice and an awareness of how exercise contributes to health, related to health education.

We hope that by the end of year 6 the children will have met these principle objectives:

- To have developed control, co-ordination and balance when using the body to respond to gymnastics challenges.
- To demonstrate spatial awareness, creativity and variation in their movement sequences.
- To be able to express moods, feelings and ideas through their body movements when performing dance sequences.
- To be able to respond to, and interpret, music and other sources of stimuli.
- To understand the common principles and skills required in order to participate in small-sided games.
- To be aware of and demonstrate concepts of fair play, honest competition and good sportsmanship.
- To begin to refine their skills required for specific athletics events – running, jumping and throwing.
- To know the principles and skills of water safety and be able to swim unaided.
- To demonstrate safety when working in the outdoors, and understand it's necessity.

The overall ambition of Molescroft school is that every pupil will enjoy some form of sporting endeavour.



2. FACILITIES PROVIDED FOR PHYSICAL EDUCATION

Molescroft primary school has a wide range of facilities and resources to support the teaching of the Physical Education curriculum. The indoor P.E. equipment is stored in a cupboard off the hall which is easily accessible to staff and supervised children. We have a large hall with badminton court markings, basketball nets and some fixed large climbing apparatus for gymnastics. We also have badminton nets and racquets and two table tennis tables.

Outside facilities include two large playgrounds, one marked with a netball court. We have a large field with two football pitches and athletics markings – including a circular track, sprint lanes and a throwing arch. The outdoor equipment is stored in an easily accessible shed along with two sets of goalposts and two netball posts.

Off site we have access to Beverley Leisure Centre to use the swimming pool for year 4 curriculum lessons.

3. DIFFERENTIATION

Molescroft primary 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 so children have different starting points according to their ability levels. Variation is offered to the children in activities, resources, pace and teacher support. Children are also encouraged to work in groups in order to help and learn from each other.

4. EQUAL OPPORTUNITIES

Molescroft Primary 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 in mixed sex classes and are expected to support each other through success and difficulties.

In the physical education out of hours clubs Molescroft Primary School provides access to all children. We also run a girls and boys football team whom are encouraged to support each other in matches.



5. 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.

6. 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.
- Formal – Children's progress within the key stage is formally recorded. These recordings are both teacher based and pupil based.

Evidence of achievement and progress is recorded on an annual basis by the pupils themselves and the teachers.

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



7. SAFETY

In Physical Education general teaching requirements for health and safety apply. Children are expected to change into suitable clothing and remove jewellery. Teachers are expected to lead by example and also wear appropriate clothing.

In both outdoor and indoor lessons clear safe boundaries are set for the children by using line markings or cones.

Equipment is checked for safety by the Physical Education Co-ordinator and also by teachers prior to using it.

The gymnastics apparatus is checked annually by outside contractors.

The children are also encouraged to consider their own safety and the safety of others.

8. STAFF RESPONSIBILITIES

The P.E. co-ordinator has overall responsibility for the organisation of the P.E. curriculum.

The co-ordinators 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 advise 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-curricula activities that relate to Physical Education.



9. PHYSICAL EDUCATION CURRICULUM PLANNING

Within the school year children at key stage one will receive 52 hours of Physical Education curriculum; and at key stage two they will receive 48 hours. In addition to this allocated time children throughout both key stages will benefit from additional P.E. related events such as sports days and festivals. 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./sport per week. Children in year 6 will also have the opportunity to take part in outdoor and adventurous activities within the summer term.

Physical Education is a foundation subject in the national curriculum and our school uses the QCA schemes of work throughout the key stages. These schemes are adapted according to our schools circumstances and also to suit the children's needs.

In accordance with the national curriculum guidelines, we teach games, dance and gymnastics to children at key stage one. In addition to this they receive some basic athletics training in the summer term. At key stage two we teach the children games, dance, gymnastics, athletics, outdoor and adventurous activities; and for year 4 children swimming and water safety.

10. PHYSICAL EDUCATION IN THE FOUNDATION STAGE

Molescroft Primary School allocates 52 hours curriculum time for Physical Education within the reception classes. In addition to this fine motor skills are constantly being developed through the range of activities provided in the classroom. The children also benefit from their own outdoor play area and a selection of P.E. equipment to help develop their gross motor skills, co-ordination and control. The time spent in this area is used to build upon and reinforce the skills practised in the curriculum lessons.

The Physical Education curriculum within the foundation unit follows objectives set out in the Early Learning Goals. The children gain the basic skills of spatial awareness, control and co-ordination in the way they move; and control of balls, bean bags, hoops and ropes.

The children are given opportunities to explore and manipulate, a range of P.E. equipment in their own ways to build the confidence to participate.



11. PHYSICAL EDUCATION AS A CROSS-CURRICULAR TOOL

Opportunities within our P.E. curriculum are used to develop other areas of the curriculum. These are:

Literacy

Speaking and listening skills are prompted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work. Literacy is also promoted through the children recording their sequences, games and ideas as reminders; or as a working document for other groups of children to use.

Numeracy

Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shape and pattern. At key stage one number work is evident through practical games and warm up tasks.

Information and Communications Technology (I.C.T.)

ICT skills are used to support the teaching of Physical Education through the use of video cameras. Recordings of performances are used for the children to be able to critically evaluate their work, and record improvements.

Personal, Social and Health Education; and Citizenship (P.S.H.C.E.)

Physical Education contributes to the children's personal and social skills throughout the subject, encouraging children to interact with all and abiding by game rules. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the children the opportunity to experience how their body works in different situations.

Spiritual, Moral and Cultural Development

The structure of our Physical Education curriculum, and out of hours clubs expects children to work with all children irrespective of race, sex or ability. This enables the children to gain respect for everyone therefore gaining a better understanding of themselves and others.



12. TEACHING AND LEARNING STYLES

Molescroft primary school has adopted a range of teaching styles within the Physical Education lessons. Styles vary according to the activity, objectives and the children. Styles range from a command style approach through to reciprocal methods of the two way process from the teacher and the pupils.

A mixture of whole class teaching and group / individual activities are used to provide greater opportunities for the children. Examples of good practise are used as a teaching tool and constant encouragement for self / peer evaluation.

Alongside direct teaching, indirect teaching is used to build on the pupil's independence, self-regulation, imagination and leadership.

The Physical Education curriculum provides a mixture of open and closed tasks to allow all children to achieve and also to add elements of competition.

13. OUT OF HOURS LEARNING PROGRAMME

Molescroft primary school provides a range of Physical Education related activities at the end of the school day. These clubs are open to children of all abilities and both sexes.

We hold opportunities for children to participate in football, netball, badminton and table tennis throughout the school year. Other activities run on a seasonal basis – for example athletics in the summer term.

The school runs competitions within the school for some of the sports as well as being involved in inter school competitions. The football and netball teams also compete regularly in local fixtures.

14. TRAINING

It is the Physical Education co-ordinators responsibility to make staff aware of inset courses and to encourage them to attend. The co-ordinator should also be aware of any weaknesses within the teaching team. In these cases support and training opportunities should be made available.



15. ORGANISATION

- The Physical Education curriculum runs on a contract basis. Time is allocated on a yearly basis. This means we can take into account seasonal changes, therefore the children receive extra time in the summer months to make up for time missed in the winter.
- The dance and gymnastics curriculum are covered within the second half of the autumn term and the spring term.
- The games curriculum is covered in the first half of the autumn term (outdoors for the majority of the time) and also in the first half of the summer term.
- The athletics and outdoor and adventurous activities are covered in the second half of the summer term. These take place outdoors on the school field.
- In year 4 the children access the swimming curriculum. This takes place in the summer term for 1 session per week over a period of 10 weeks.
- Sports out of hour's clubs are on going throughout the terms. Fewer opportunities are available in the winter months, due to darker evenings and access to the school hall.
- Outside agencies and professional sports coaches are welcomed into the school to work with children both in curriculum time and after school.
- Athletics afternoons take place in the summer term. This is split into two afternoons – one for key stage one and one for key stage two. 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.
- The school has a stock of Physical Education kit, which can be purchased from the school office. Children in both key stages should have an indoor P.E. uniform and outdoor kit with them everyday, regardless of their regular P.E. day.
- Children must remove all jewellery prior to a Physical Education lesson. Members of staff are also encouraged to follow safe guidelines in regard to their jewellery, clothing and footwear.
- Children participating in out of hours clubs must change out of their whole school uniform and wear their Physical Education kits. All regular P.E. rules apply through the clubs.
- All games lessons follow a structure of a warm up routine, skill development, games context and a cool down.
- All gymnastics lessons follow the structure of a warm up routine, floor-work, Skill development / apparatus and a cool down.
- All dance lessons follow a structure of a warm up routine, isolated skill progression, composition development and a cool down.
- Children take part in festivals of sport and any other opportunities to work with, and compete against children from other schools.



16. RESOURCE PROVISION

It is the responsibility of all members of the teaching staff to make the Physical Education co-ordinator aware of any equipment they feel they require.

It is the co-ordinators responsibility to audit all the P.E. resources. The equipment and apparatus should be checked regularly to ensure it is safe to be used by the children.

It is also the co-ordinators responsibility to manage the Physical Education budget and order any new or replacement stock.

Molescroft Primary School welcome a range of outdoor experts into school to work with the children on specific skills in both games and dance.

The present P.E. resources are as follows:

| INDOOR EQUIPMENT | |
|-------------------------------|---------|
| Bean Bags | 21 |
| Small Skipping Ropes (rope) | 20 |
| Large Skipping ropes (rope) | 3 |
| Skipping Ropes (plastic) | 30 |
| Quoits | 14 |
| Large Hoops | 9 |
| Medium Hoops | 10 |
| Small Hoops | 9 |
| Stilts | 8 pairs |
| Air Balls | 60 |
| Large Balls | 30 |
| Small Balls | 20 |
| Reaction Balls | 6 |
| Javelins | 4 |
| Tennis Rackets (short handle) | 20 |
| Tennis Rackets (long handle) | 20 |
| Markers | 2 sets |
| Large Parachute | 1 |
| Small Parachute | 1 |
| Team Bands | 4 sets |
| Team Bibs | 4 sets |
| Netball Bibs | 3 sets |
| Table tennis table | |
| OUTDOOR EQUIPMENT | |
| Football: | |

Physical Education Policy

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| Yellow walkers balls | 5 |
| Leather balls – size 4 | 20 |
| Key Stage 1 footballs – size 3 | 5 |
| Goalposts | 2 sets |
| <u>Rugby:</u> | |
| Plastic rugby balls | 10 |
| Sponge rugby balls | 11 |
| Tag rugby belts | 3 sets |
| <u>Cricket:</u> | |
| Kwik cricket sets | 3 sets |
| Plastic Cricket bats | 10 |
| Wooden Cricket Bats | 7 |
| Cricket balls | 50 |
| <u>Tennis:</u> | |
| Long handled rackets | 8 |
| Medium sized rackets | 11 |
| Small handled rackets | 17 |
| Tennis Balls | 76 |
| Mini Tennis Posts and nets | 1 set |
| <u>Basketball:</u> | |
| Inflated Balls | 17 |
| Flat Balls | 12 |
| <u>Rounders:</u> | |
| Rounders Bats | 4 |
| Balls | 6 |
| <u>Hockey:</u> | |
| Hockey Sticks | 51 |
| Pucks | 30 |
| <u>Netball:</u> | |
| Balls – size 4 | 20 |
| Netball posts | 1 set |
| <u>Markers and Cones:</u> | |
| Domed markers | 70 |
| Squashy markers | 28 |
| Orange Large Cones | 14 |
| <u>Sacks:</u> | |
| Brown Sacks | 8 |