

PHYSICAL EDUCATION POLICY

INTRODUCTION

This is a policy statement for Physical Education. It outlines our aims and objectives and states how Physical Education is managed throughout the school. We work hard to promote a healthy school environment by encouraging children to eat healthy and participate in a wide arrange of challenging activities. As well as teaching the children a wide arrange of sports we promote the physiological aspects of exercise and healthy eating. In PE we ensure that our school values are embedded through our teaching.

Our objectives are to:

- raise the quality of teaching and learning in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment;
- improve the understanding of how high quality PE and school sport can be used as a tool for whole school improvement – particularly in terms of behaviour management, attendance and attainment;
- improve the understanding of how high quality PE and school sport can be used to support healthy lifestyles and physical activity;
- develop a mastery curriculum through working closely with PE teachers and leaders.
- encourage more innovative interpretation of the PE programme of study to better meet the needs of all pupils to enhance achievement.

The basis of physical education is the Physical Education National Curriculum, which consists of six areas of activities:

- a) Movements – throwing, catching, all developing from isolation to combination.
- b) Dance Activities
- c) Competitive game situations
- d) Gymnastic Activities – balance, co-ordination, flexibility etc.
- e) Outdoor and Adventurous Activities (KS2 only)
- f) Swimming and Water Safety Activities

These activities take place within the context of teaching and learning. General and specific skills are acquired, knowledge and understanding developed, and positive personal and social attitudes encouraged.

The schemes of work for Physical Education forms part of the policy and is a written statement of the knowledge, skills, understanding and activities to be covered by each year group.

AIMS

Teachers aim to provide a physical education curriculum which will support the overall school aims and which will develop the knowledge, skills, attitudes and beliefs that enable pupils to respond to the physical challenges of every day.

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.

Also to:

- Give all pupils the confidence and ability to identify, examine and respond to problems using a variety of skills.
- Develop self-confidence through understanding the capabilities and limitations of oneself and others.
- Give pupils a sense of enjoyment and pride in their physical abilities.
- Encourage respect for the ways in which people of different cultural backgrounds, both at present and in the past, have used their skills in physical activities.
- Show pupils the similarities and differences of the work of “professional” sportspeople and appreciate their abilities and aesthetic qualities.
- Develop pupils’ capacity to express ideas in dance forms.
- Encourage pupils to use their previous learning and experience to assist the satisfactory response to new challenges.
- Develop the appreciation of the concepts of fair play, honest competition, good sporting behaviour and good sporting attitudes.
- Develop an understanding of the importance of exercise in maintaining a healthy life.
- Develop physical mobility and flexibility.

OBJECTIVES

Physical development in the Foundation Stage involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

During Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.

During Key Stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Foundation Stage - Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

KS1 Pupils should be taught 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.
- 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.
- the importance of being active and to identify what is happening to their body when exercising

KS2 Pupils should be taught 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.
- the effects of exercise, long and short term.
- explain in detail why and how our body changes through exercise
- use taught skills to develop and evaluate their learning and learning journey

Swimming and water safety:

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 [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

ORGANISATION

Pupils are expected to wear appropriate clothing for each activity.

Black shorts

House colour T-shirt

Trainers for outside

Plimsolls (KS1)

White socks

Bare feet recommended when PE is in the hall

Football boots, shin pads, long socks (KS2)

Suitable swimwear (with cap for long hair)

For all lessons teachers will carry out a risk assessment on the condition of the ground and make a decision as to what suitable clothing and footwear will be worn. All clothing and footwear should be suitable for the activity and teachers should check this regularly.

All players recommended to wear a mouth guard when participating in games and practices involving physical contact. Parents have been strongly recommended to provide their children with a mouth guard when practicing and playing hockey.

Children to remove all jewellery, watches and hair bands before commencing a physical activity of any sort.

All classes are to use the schools hall(s) for indoor activities, and the playground / field for outdoor activities. Swimming will take place in our pool for non-swimmers and all children in Years 1-5.

Activities in physical education will follow the Key Stage Plan and ensure:

Breadth and balance.

This will be provided through:

- a) individual, pair and group activities.
- b) contact and non-contact activities.
- c) competitive and non-competitive activities.
- d) use of different teaching styles.

Differentiation. This may involve:

- e) having different groupings, e.g. ability groups, individual activities.
- f) using different equipment for different levels of ability, e.g. small or large ball for catching.
- g) giving different group/individual tasks and different allocations of time.

Progression. Pupils may, for example:

- h) perform a greater variety of movements.
- i) find different ways to perform a task.
- j) demonstrate better balance.
- k) show greater strength.
- l) complete a task in less time.
- m) aim at a smaller target.

The attainment target for physical education provides a framework for progression in physical education and this is built into the scheme of work. When planning specific activities, teachers will build upon the past experiences and achievements of individual pupils. They will plan for progress in the difficulty and quality of a pupil's performance by providing a variety of opportunities.

Pupils who are unable to participate in their physical education lesson in a practical situation need to provide a letter from home stating the reason for their non-participation. This needs to be noted by the teacher and an alternative method of involving the pupil in the lesson should be used. Long term non-participation needs to be confirmed by the home and possibly a medical certificate. Regular non-participation needs to be monitored and recorded.

Pupils will be encouraged to continue participation and to develop an active lifestyle. Pupils have access to a range of extra-curricular activities including: golf, football, hockey, speed stacking, cricket and netball. These are organised after school or at lunchtimes and are supervised by staff. Matches/races/events are arranged against other schools and generally take place after school or during part of the afternoon.

A residential trip is available to pupils in Year four at Sayers Croft, where children take part in a number of outdoor adventurous activities.

Pupils will be encouraged to take part in community sporting activities provided by other organisations and to make use of local facilities. Information from approved local clubs and providers will be distributed to the relevant age outside school hours and during holidays and activities organised during weekend and holiday times will be encouraged.

HEALTH AND SAFETY

Health and Safety awareness plays an integral part of children's learning in PE. For example, all children are taught how to carry mats and put out equipment in gymnastics lessons. Children are alerted to health and safety issues during lessons as and when a need arises to include this aspect.

Lost/forgotten kit

Children who forget their kit can use any spare clothes in the class teacher's clothes store. If this is not possible,

then children participate by assessing their peers, noting good practice, those who are working well etc.

Jewellery and Long Hair

Long hair should be tied back, and earrings removed. It is not permitted for children to participate in games or PE with earrings in. No other jewellery should be worn in PE lessons.

Footwear

Children should work in bare feet when participating in gymnastics and dance lessons unless there is a specific reason why this is not possible. When outside, children should wear plimsolls (KS1) or in KS2 football boots on the grass, and trainers on the playground. Shin pads need to be worn with long socks for football and hockey.

Tracksuits are recommended in cold weather (school uniform jumpers should not be used for hygiene reasons).

For all lessons, teachers will carry out a risk assessment on the conditions of the ground and the weather and make a decision as to what suitable clothing and footwear will be worn. All clothing and footwear should be suitable for the activity and teachers should check this regularly.

ADULTS OTHER THAN TEACHERS (AOTTs)

The involvement of AOTTs is actively encouraged both within curriculum and extra-curriculum time. We currently have AOTTs involved in many sports and after-school clubs, including: tennis, swimming, Games lessons, athletics, rounders and table tennis.

Parents are encouraged to help with transporting children to sporting fixtures.

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