



Physical Education Policy

June 2015

Rationale

We believe that PE is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in:

- Games
- Gymnastics
- Dance
- Athletics
- Outdoor Activities
- Swimming

PE contributes to the overall education of young people by providing challenges and fulfilment throughout life.

Policy Development

This policy was developed following consultation with the Head teacher, staff and other curriculum co-ordinators.

Purpose and Aims

The aim of this policy is to clarify and inform all staff, parents, governors, visitors and pupils, how PE is taught at the school.

We aim that all children will:

- be physically active and find enjoyment in physical activity;
- find a lasting sense of purpose, achievement and fulfilment in physical activity;
- develop physical skills, habits and interest that will promote a healthy lifestyle;
- develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour and the ability to cope with success and failure;
- learn how physical exercise affects the body;
- understand the need for safe practice in physical activities and know how to achieve this.

Equal Opportunities

We believe that all children, irrespective of physical ability, race, gender, creed or stage of achievement have the right to reach their full potential in PE and achieve enjoyment, satisfaction and success at their own level. All children will be encouraged to develop:

- control, co-ordination and mobility;
- skill and confidence in range of physical activities;
- an awareness of physical capabilities of the body;
- co-operative skills.

Definition of PE and content of the curriculum

PE is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in "PE in the National Curriculum" where they are categorised into 6 areas of activity:

- games
- gymnastics
- dance
- athletic activities (not at Key Stage One)
- outdoor and adventure activities (not at KS1)

Areas of Activity

Dance

Dance is an art form which is concerned with developing control, co-ordination and versatility in the use of the body. It helps to maintain flexibility, develop strength and aesthetic awareness and the appreciation of beauty and quality in movement. Composition, performance and appreciation and the three components of dance. All are inter-related and will usually be taught together.

Aims

- to develop control, co-operation, balance and poise in basic actions of travelling, elevation and stillness;
- to enable children to learn to enrich movements by varying shape, size, direction, level, speed, tension and continuity;
- to experience and respond to a variety of stimuli, including music;
- to explore moods, express feelings and ideas and create simple characters and narratives in movement;
- to create dances with clear beginnings, middles and ends;
- to use techniques and styles to communicate meanings and ideas;
- to give children the opportunity to describe, interpret and evaluate all aspects of dance, choreography, performance and content production;
- to experience examples of traditional/folk dances from the UK and other countries.

1. Games

Games and competitive sports are an essential part of the physical education programme. They involve children participating individually, in a team, co-operatively and are concerned with skills, tactics and principles of play.

Aims

- to provide experience of a variety of different games including: invasion games such as football, netball and hockey, net and ball games such as tennis and volley ball and striking and fielding games such as cricket and rounders;
- to gain understanding of common skills and principles, including attack and defence in all types of games ;

- to provide games practices that help improve skills;
- to develop own games, rules and scoring systems;
- to experience a variety of roles in each game including umpiring;
- to play and understand small-sided versions of recognised games;
- to learn more advanced techniques and tactics in selected games and how to analyse them in order to improve performance;
- to experience the full-sided version of a game and play in different positions in competitive situations.

2. **Gymnastics**

In gymnastics the focus is on the body. We are concerned with acquiring control, co-operation and versatility. Strength is developed and flexibility is maintained. The natural actions involved include leaping, balancing, inverting, climbing, rolling and swinging. Pupils work alone, with partners and in small groups, sharing ideas, carefully sharing space and helping one another to lift, carry place and use apparatus.

Aims

- to experience many ways of performing basic actions;
- to improve control of individual actions through repeated practice;
- to learn to link together a series of actions on floor and apparatus and to be able to repeat them;
- to learn how to lift, carry and position apparatus;
- to learn to emphasise elements such as changing shape, speed and direction in a longer series of actions in response to a task;
- to understand and be able to show how body tension, clarity of shape and extension influence quality;
- to understand and develop aesthetic qualities such as contrast, variety and repetition in more complex sequences;
- to demonstrate sequences with or without contact in partner work;
- to learn and be able to analyse more advanced techniques.

3. **Swimming**

Swimming is a crucial survival skill and an essential prerequisite for a range of activities in and around water. It provides an excellent form of all round exercise and can contribute to the development of flexibility, strength and stamina.

Aims

- to develop safety and confidence in the water;
- to know and understand the basic principles of water and safety;
- to learn the fundamentals of recognised strokes and a variety of general water skills;
- to ensure that all children at the end of KS2 can swim at least 25 metres.

4. **Athletic Activities**

In athletics the focus is upon developing a variety of natural physical actions like running, jumping and throwing. The activities provide excellent opportunities for promoting physical fitness and understanding of how the body works.

Aims

- to experience and participate in running, jumping and throwing activities;
- to develop and practice the basic skills leading to the different athletic events;
- to learn how to measure, compare and improve performance;
- to experience competition;
- to learn about the effects of exercise upon physical health and fitness.

5. Outdoor and Adventurous Activities

Outdoor and adventurous activities have the potential to satisfy the need for excitement and challenge in a positive way. They also provide opportunities for learning about ourselves and our environment. A biannual residential visit to an Outdoor Activity Centre covers these objectives.

Aims

- to explore the potential for physical activities within the immediate environment;
- to undertake simple orientation activities;
- to learn the principles of safety in the outdoors and how to avoid danger;
- to experience at least one exciting and challenging activity in an unfamiliar environment and learn the skills necessary for the activity.;
- to experience the need for mutual support/reliance on others in a challenging environment.

Subject Leadership

The role of the PE Subject Leader is to:

- 1) take the lead in policy development
- 2) take responsibility for the purchase and organisation of central resources for PE
- 3) give support to colleagues where appropriate
- 4) keep up to date with development in PE through attending relevant INSET
- 5) organise an annual sports day for the whole school.

Planning

Planning in PE is a process in which all teachers are involved wherein termly, weekly and lesson plans are drawn up by individual teachers and monitored by the Head teacher.

In planning, the following must be considered:

- warm up/cool down
- differentiation
- depth and breadth of work
- progression and continuity

Organisation

The PE curriculum is organised on a subject basis outside the main framework of the curriculum (through dance and gymnastic activities) may be related to topic work. PE is the most firmly timetabled element of the curriculum, because of the need to use hall/outside space/venues. PE is taught throughout the school year but not all areas of activity are covered each term.

Within this framework, each class

- ◆ spends approximately 7% of allocated time on PE covering games, gym, dance and (at KS 2) athletics;
- ◆ has regular swimming lessons during;
- ◆ studies outdoor and adventurous activities during the school journey in the summer term (Y6 only).

Record Keeping and Assessment

It is crucial to monitor each child's progress in each aspect of the subject and as such, formative assessment is used to determine what each child has learned and what therefore should be the next stage in their learning.

Suitable tasks for assessment include:

- practical tasks directly observed by the teacher;
- small group discussions related to a practical task.
- specific assignments for individual pupils.

A record of children's progress and achievement in PE is given in a written report which is annually given to Parents.

Reporting in PE will focus on each child's

- control, co-ordination and mobility
- skill and confidence in a range of physical activities
- awareness of the physical capabilities of the body
- co-operative skills

Health and Safety issues relating to PE

- 1) Good discipline
- 2) Correct handling of apparatus
- 3) Correct clothing and orderly changing
- 4) Constant awareness on the part of teachers

Clothing - all children and teachers should have a change of clothes and footwear as appropriate for their PE lesson.

Safety checklist

Before you start:

- ◆ are the pupils suitably dressed?
barefoot for dance and gym
trainers/plimsolls for games and athletics
- ◆ have you the teacher changed into suitable footwear?
- ◆ have you collected dangerous articles e.g. watches, earrings?
- ◆ have you checked long hair is tied back?
- ◆ always make sure that any obstructions are out of the way when you are there
- ◆ does a signal immediately produce **Stop, Look, Listen?**
- ◆ do the children handle equipment with care?

Placement

Outdoors - during transportation to and from the swimming pool and sports fields, are the children aware of the need for safety?

- Swimming is an enjoyable but potentially hazardous activity. Good control and knowledge of safety procedures is essential.

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Indoors - are you keeping clear of all usual obstructions? Mats should be placed where it is expected that pupils will need to cushion deliberate landings but should not be placed around indiscriminately - only place a mat where you want the children to land!

When you get back!

were there any near misses or collisions?

should you adjust organisation or placing?

first aid kit should be nearby.

Gloves should be worn at all times when dealing with cuts. If any child is unwell or unfit to take part in any PE activity, they must have a letter from their parent which explains the situation.

In case of an accident, correct procedures must be followed. Apparatus is checked annually by the local authority to ensure safety in PE.

Links with other agencies to enrich the PE curriculum

These include:

- ◆ participation in local sports leagues with other primary schools;
- ◆ visits and liaison with outdoor education centres and agencies;
- ◆ visits from, and liaison with, professional dancers and sports players

Staff Training

Staff will be encouraged to attend courses and review resources. The PE Subject Leader will have access to specific training to support and develop their role.

Dissemination

The Policy is available on the school web site and a paper copy is held in the main school admin office. A short summary will be included in the school prospectus. The policy and schemes of work will be available on request to parents, LA, OFSTED and others working for the school, through the Head teacher.

Reviewing the Policy

This policy will be reviewed annually by the PE Subject Leader and monitored by the Link Governor changes made to ensure that the Policy is relevant and up to date.