

## Physical Education (PE) Policy

### 1 Aims and objectives

**1.1** Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

**1.2** The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

### 2 Teaching and learning style

**2.1** We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

**2.2** In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

### **3 PE curriculum planning**

**3.1** PE is a foundation subject in the National Curriculum. Our school uses the QCA scheme of work as the basis for its curriculum planning in PE. We have adapted the QCA scheme to the local circumstances of the school and we draw upon the schemes of work written by Val Sabin. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. We also teach outdoor and adventure activities as part of our residential visits' programme.

**3.2** The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

**3.3** Our medium-term plans, which we have adopted from the QCA scheme and Val Sabin's publications, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

**3.4** Class teachers complete a daily plan for each PE lesson. These list the specific learning objectives for each. These plans are in the weekly planning diaries and the class teacher and subject leader often discuss them on an informal basis.

**3.5** We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### **4 The Foundation Stage**

**4.1** We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

### **5 Contribution of PE to teaching in other curriculum areas**

#### **5.1 English**

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

### **5.2 Information and communication technology (ICT)**

We use ICT to support PE teaching when appropriate. In dance and gymnastics, for example, we may wish to make video recordings of their performance, and use them to develop their movements and actions. Older children could compare each other's performance from recordings and use these to improve the quality of their work.

### **5.3 Personal, social and health education (PSHE) and citizenship**

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

### **5.4 Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

## **6 Inclusion and Teaching PE to children with special needs**

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

The needs of both boys and girls will be met. Pupils will not be barred from taking part in activities because of their gender and the school usually fields mixed teams (subject to competition rules).

The needs of pupils from ethnic minorities will be respected e.g. dress, times of religious fasting.

Planning takes into account the following principles:

Setting suitable learning challenges – we aim to give every pupil the chance to experience success in learning and achieve as high a standard as possible, including those who are gifted and talented. This means choosing the knowledge, skills and understanding from the programmes of study which best meet the needs of the individual. This may mean choosing objectives from earlier or later programmes of study or setting tasks, which are open ended.

Responding to pupil's diverse learning needs. (Please refer also to Equal Opportunities Policy)

Overcoming potential barriers to learning and assessment for individuals and groups. Where needed differentiated equipment will be provided or additional support will be given (e.g. physical or for pupils with EAL)

## **7 Assessment and recording**

**7.1** Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

## **8 Resources, Facilities and Staffing**

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. It must be remembered that the hall is also used for assemblies and lunches. We have an outdoor hardcourt area with markings for netball and netball posts. By 2004 outdoor provision will include a secure area for Early Years outdoor activities. There is a small, grassed area with markings for rounders, football goals and a sandpit suitable for long jump and high jump. The children may also use the village playing field for games and athletics activities (portable football goals are kept in school) and the local swimming pool for swimming lessons.

Physical Education is managed by the curriculum co-ordinator. The co-ordinator will:

- Maintain PE policy documentation
- Take the lead in developing the PE curriculum
- Assume responsibility for auditing, maintaining and ordering equipment
- Arrange appropriate INSET, jointly with the INSET co-ordinator
- Keep up-to-date with PE initiatives
- Take responsibility for Health and Safety issues, jointly with the Health And Safety Co-ordinator

All staff are involved in delivering PE.

Student teachers will always be supervised by the class teacher

Curriculum organisation – see appendix.

## **9 Health and safety**

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. The policy of the governing body is that no jewellery is to be worn for any physical activity. Any jewellery removed by children must be placed in the care of the teacher who will in turn put in safe place until the lesson is over, when it may be returned to the pupil.

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For Health and Safety reasons children will change into suitable clothing for PE. For gymnastics, dance and games shorts and a T-shirt will be worn. The school handbook outlines the kit. If games are undertaken outside tracksuits may be worn in colder weather. Pupils will have bare feet for dance and gymnastics undertaken in the hall; stockinged feet are not acceptable. Pupils with verrucas should keep them covered and wear suitable footwear. For games and outdoor activities plimsolls, trainers or football/ rugby boots will be needed. Shin pads must always be worn for football. Pupils are required to have PE kit in school every day, however a supply of spare kit is kept in each classroom. Older boys and girls will change in separate rooms. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. Long hair should be tied back when necessary. For swimming, pupils will wear suitable trunks/ swimsuit and a hat of the colour designated to match the ability of the pupil (provided).

A suitably qualified instructor, aided by teaching staff who will work under his/ her direction, will take swimming lessons. For more information on swimming please consult the NCC guidance, August 2002.

Emergency procedures are as follows. In the event of an accident to a pupil the member of staff present must not leave the class unsupervised while attending to the injured pupil. If need be, a qualified first aider (see notices around the school for names) should be summoned. Medical boxes are located in the staffroom, the Early Years classroom and the KS2 building and a travelling kit is in the cleaners' store cupboard. For activities taking place on the field, staff should take a first aid kit with them. The relevant accident form should be filled in; the book is kept in the staffroom. In the event of hospitalisation being needed or of a fatality the procedure of notification outlined on the cover of the accident book should be followed. Pupil details and telephone numbers are kept in the school office in a box next to the telephone. (See also Health and Safety Policy.)

Pupils should never be allowed unsupervised access to any PE equipment. Pupils should be taught the correct way to lift and carry equipment. No less than four pupils should attempt to lift and carry any item of gymnastic equipment. Pupils must be taught to lift together and to bend their knees on lifting and putting down.

Risk assessments may be needed for some activities e.g. away sporting fixtures, outdoor and adventurous activities, for storage and transporting of equipment, for the use of AOTTs. Staff responsible will refer to the school's policy on risk assessment/ NCC PE Code of Practice 2003/ DfEE Document Health and Safety of Pupils on Educational Visits.

The school recognises the value of the use of AOTTs in providing expertise in the teaching of PE and they may be invited to take part in the delivery of the curriculum with the permission of the headteacher. Where AOTTs are used, they will be carefully chosen (often by recommendation by other establishments), have police clearance and relevant qualifications and/or experience. In cases where they are solely responsible for the activity, rather than assisting the teacher, they will have insurance, suitable qualifications or licence. Documentation will be kept in a file in the school office. Staff will make sure that AOTTs are inducted into the practices of the school, given suitable supervision and their work monitored.

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Generally all games and athletics lesson should take place outside, but in the event of wet weather teachers must decide whether this poses a risk to the health and safety of pupils if an outdoor activity goes ahead e.g. surfaces may be slippery, the weather will prevent effective teaching and learning, there may be a risk to health. In these circumstances a lesson may need to be moved indoors and possibly adapted to suit indoor conditions. The school hall is generally available at these times.

### **10 Monitoring and review**

**10.1** The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

### **11 Extra-curricular activities**

The school provides a range of PE-related activities for children at the end of the school day, or occasionally at lunchtimes. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Extra curricular activities may be taken by AOTTS (Adults Other Than Teachers). These adults will be police cleared. If they are wholly responsible for the activity or club, rather than assisting a teacher, the school will hold a record of their qualifications and insurance. (See also Health and Safety Policy.)

Teachers will be mindful of the need to ensure that information about extra curricular activities should be communicated to any member of school staff (teaching and non-teaching e.g. cleaners, secretary) on whom the activity may impact.

**Signed:**

**Date:**

## Curriculum Organisation (Appendix One)

### Key Stage One

<b>Term</b>	<b>Areas of activity</b>
Autumn	Gymnastics/ Dance
Spring	Gymnastics/ Games
Summer	Games/ Dance

### Key Stage Two

<b>Term</b>	<b>Areas of Activity</b>
Autumn	Gymnastics/ Swimming
Spring	Gymnastics/ Games/ Dance
Summer	Gymnastics/ Athletics/ Dance