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Physical Education Policy



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PHYSICAL EDUCATION POLICY

DEFINITION OF PHYSICAL EDUCATION

Physical Education may be simply described as learning to move and learning through movement (Primary Guidelines for Physical Education). It allows children to develop and refine movements. It gives them a chance to experiment, practice and make decisions. It also gives children the opportunity to develop personal qualities, attitudes and skills.

SCHOOL PHILOSOPHY

After Allen Edwards we believe that all children should have the opportunity to participate fully in all curriculum areas. P.E. is a very important part of school life and part of the National Curriculum. P.E. plays an important part in the development of the whole child and is a fundamental life skill which should be nurtured and encouraged at all levels. We recognise that all children regardless of physical ability, race, gender, class, have a valid contribution to make. By teaching P.E. we give the children experiences, which we hope, will motivate them into building some form of regular exercise into their leisure time, thus promoting good health.

THE AIMS OF P.E. ARE:

- To enable children to develop and explore physical skills with increasing control and coordination;
- 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 and to lead a healthy life;
- 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.

KEY STAGE 1

Games
Dance
Gymnastic Activities

KEY STAGE 2

Games
Dance
Gymnastic Activities
Athletic Activities
Outdoor & Adventure Activities



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AIMS OF THE 5 AREAS AS STATED IN THE NATIONAL CURRICULUM

Games:

To provide opportunities for children to learn and practice individual game skills, as well as providing a change to put those skills into practice in modified game situations.

Dance:

To develop an awareness of the body as a medium of expression and communication.

Gymnastics:

To establish in the child skilful control of body movement.

Athletics:

To encourage children to participate in the natural activities of running, jumping and throwing, initially, and at a later stage to refine such activities.

Outdoor Activities

To stimulate new ideas, provide new movement experiences and set new challenges.

SCHEMES OF WORK

The school's schemes of work are in line with the national curriculum for PE. This is supplemented by a variety of published resources and work cards. These are available to teachers in RMstaff-Subject leaders-PE Mark. In lessons on Dance and Gymnastics children should be encourage to plan, perform and evaluate.

Each lesson should consist of a warm up, skills training, and then a cool down session. Lessons should provide opportunities to share work with other children. Lessons should be enjoyable, safe and yet challenging. Children will have the opportunity to work in a variety of ways through directed, exploratory and improvised activities. Children will work in groups, pairs and individually. Children will be encouraged to use language appropriate to P.E. when talking about their work.

Work should be differentiated as and where possible to ensure children are achieving to their optimum potential.

ASSESSMENT AND RECORD KEEPING

PURPOSES OF ASSESSMENT

- ✓ To provide information on individual children's experiences, progress, strengths and difficulties, in order to inform present and future planning.
- ✓ To provide information on the experiences of the class as a whole in order to help ensure both continuity as well as balance.



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- ✓ Teachers monitor individual achievement through working with and observing children. Children can be involved in this process.

RECORD KEEPING AND MONITORING

P.E. Coordinator will monitor way in which scheme/policy is being implemented. Staff audit once per year.

LINKS WITH OTHER POLICIES

P.E. is taught as a separate subject. Dance lessons will provide an opportunity for children to gain an appreciation of music chosen which reflects other cultures and represents as wide a range of music as possible.

EQUAL OPPORTUNITIES

Activities are planned in such a way as to encourage full and active participation by all children irrespective of ability. Every effort will be made to fully integrated Special Needs children in participating on equal terms with other children. All P.E. lessons should ensure equal interest and participation for both boys and girls. Changing arrangements are the same for both genders but consideration should be given to girls who wish to change separately in Year 5 and 6. Where a particular religion requires a child to wear certain items of clothing, such requirements must be respected. Advice could be given as to possible alternatives, e.g. leggings. Cultural games should also be incorporated into activities as and where possible.

In P.E. it is strongly advised that ANY groupings be done by the teacher. It greatly reduces the embarrassment of never being picked and prevents hierarchical situations.

BILINGUALISM

At the initial stages P.E. language is made more explicit and non-technical. It is easier to demonstrate the language of P.E.

EXTRA-CURRICULAR ACTIVITIES

- Sports Activity Day for KS1 and KS2 in the Summer Term once per year.
- External specialists to come into school and provide inset for staff and schemes for children.
- After school clubs to run every evening from 3.30-4.30. The school will offer a wide range of activities, available to all year groups.

HEALTH AND SAFETY

SAFETY OF PUPILS/STAFF

- Staff must wear trainers when teaching P.E.



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- Nursery children to remove shoes and socks.
- Children in Reception wear pants and vests or they can bring a P.E. kit if desired.
- Children in Years 1-6 must change for P.E., and, if outside, wear trainers or plimsolls.
- Children can wear a combination of the following, shorts, T-shirts, tracksuits and a change of shoes for outdoor activities, i.e. trainers or plimsolls. Dance and gymnastic activities should be done in bare feet. Children must take their shoes to the hall in case of fire.
- No jewellery is to be worn in P.E. sessions apart from stud earrings. Long hair is to be tied back.
- Children who do not bring their kit must still participate in the lesson
- Children with a note should be adequately supervised.
- Staff should be aware of asthmatics.
- Staff should be able to see all of the children when active.
- When using cage or any large apparatus, lessons should be as quiet as possible.
- Missing P.E. should not be used as a sanction. All children deserve equal access to the P.E. curriculum.

SAFETY OF APPARATUS

- Children should be taught to lift and carry using correct techniques.
- Children should never move apparatus unsupervised.
- No apparatus should be dragged across the floor.
- Mats must be carried by 4 children, one at each corner.
- Benches should be carried by a least 2 children.
- Planks/beams should be carried by at least 2 children
- Apparatus that appears faulty, however minor, should not be used, a notice should be placed on it immediately and the P.E. Coordinator informed.

EMERGENCY PROCEDURE

- Stop the lesson immediately. Rest of class should be settled.
- Notify a first-aider.
- In the event of serious accidents (head injuries or suspected broken bones) the child must not be moved. Inform Senior Management. Complete appropriate accident form.

Signed by: Mark Kelly

Reviewed: November 2018

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Signed by Headteacher: Louise Robertson



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