

## Policy for Physical Education June 2017

### 1. Principles

#### Generic Aspects

In our school P.E. is taught to all children irrespective of their gender, race, creed or ability. It is important that all children are provided with equal access to all curriculum areas.

#### What is Physical Education?

Physical Education is the development of pupils' physical competence and confidence, and their ability to perform in a range of activities which promote skilfulness. It is the foundation of all sports participation in which children learn how to plan, perform and evaluate actions and ideas individually and in teams. P.E. promotes the importance of living a healthy lifestyle and taking regular exercise in order to develop healthy bodies and minds for the future.

#### P.E and the National Curriculum

P.E. is a foundation subject within the National Curriculum. The National Curriculum sets out our programmes of study stating what children should learn and experience during Key Stage One and Two. In Nursery and Reception the children will also participate in PE lessons following the requirements stated in the Early Years Foundation stage framework.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

#### 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 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.

#### 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.

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.

### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

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.

### **Aims**

We aim to:

- develop physical competence, stamina and strength;
- develop an appreciation of the value of participation in sustained physical activity;
- develop the concepts of fair play, team work and good sportsmanship;
- gain satisfaction and pleasure from physical activity;
- develop the skills necessary to be able to plan, perform and evaluate physical performance;
- teach children an awareness of safe practice through physical education.
- engage in competitive sports and activities
- lead healthy active lives

## **2. Guidelines**

### **Time Allocation**

The amount of time allocated to P.E. is two hours a week for both key stages.

### **Safety and Class Management**

We use the same management techniques in the teaching of P.E. as we do for all other subjects but in addition special attention must be given to safety issues and use of resources. The following safety guidelines must be adhered to:

- Ensure tables, chairs etc. do not protrude into the working area.
- Equipment should be checked before the lesson and any problem or fault should be reported to the co-ordinator.
- Children should be taught how to lift and carry apparatus correctly.
- Ensure that a sufficient number of children carry each piece of equipment.
- Apparatus should be placed with sufficient space and landing areas.
- All lessons should begin with a warm up and end with a cool down.
- Refer to policy on arrangements for reporting accidents.

- Risk assessments will be carried out by the staff.
- Refer to the Code of Practice for working with AOTT's. Teachers are acting in loco parentis when exercising the duty of care owed to pupils and that their duty of care cannot be transferred to any one other than a qualified teacher. All AOTT's need to have a CRB police check.
- There may be individuals within the group for whom an extra degree of awareness is necessary. For example children who:
  - Use wheelchairs
  - Lack co-ordination
  - Are vulnerable to physical contact
  - Have a sensory impairment

All teachers should:

- wear suitable clothing, including footwear;
- give clear and concise instructions;
- establish rules and ensure they are followed;
- be in a position to view all children working;
- ensure that all equipment is checked and returned;
- record any accidents in the school accident book.

### **Clothing**

- Children should wear suitable clothing at all times: shorts and t-shirt, when outside in cold weather also jogging bottoms, trainers, jumpers.
- All watches and jewellery should be removed. If earrings cannot be removed they must be covered with earring tape provided by the school or parent.

### **Resources**

The resources required for the teaching of P.E. are to be found in the school hall. Teachers' activity cards and schemes of work are kept by the subject leader in the PE cupboards outside Class 8. Also extra resources are kept by individual teachers specific for their year group. The published scheme of work we use is the LCP PE resource file along with TOPS cards, Curriculum 2014 Programmes of study and other published individual books. Also support and resources from HLC teachers. We have also purchased a P.E. scheme from KeyPE Sports, which is to be used as a starting point for lessons across KS1 and KS2.

### **Reporting**

Class teachers send termly letters to parents outlining the activities planned in P.E. Children's progress is discussed at Parents' Evenings and is reported on in the child's academic annual report.

### **Monitoring**

Teachers need to monitor the progress of the children in P.E. lessons and the P.E. subject leader needs to ensure that there is continuity and progression throughout the Key Stage. Achievement and success in P.E. is continuously made by teachers observing pupils in practical contexts. Opportunities for assessment may be planned and the assessment document completed for all

activities in PE. The subject leader must also act upon any changes in the law pertaining to the teaching of P.E.

### **Recording of Children's Work**

Pupils will rarely record work in P.E. lessons but video recordings and photographs of activities may be taken by the teacher and used to compare ideas and quality.

### **3. Scheme of Work**

Our scheme of work is based on the requirements of the National Curriculum 2014 for P.E. and the LCP PE resource scheme of work and has been developed to ensure continuity and progression throughout the Key Stages and Foundation stage. We will also continue to use TOPs cards, Health Matters and Rawmarsh publications for Gymnastics, as added supplements to our LCP scheme of work. Also we use support from HLC staff to help plan and deliver lessons. We have purchased a scheme of work from Key PE Sports to help assist with the teaching of P.E. in school.

### **The Extra-Curricular Programme (out of hours learning activities)**

The school will have a programme of various activities throughout the year. There are separate timetables in school for lunchtime activities and after school clubs

#### **Lesson planning**

- This should include details of how pupils will be involved in acquiring and developing skill, selecting and applying skills, evaluating and improving performance, demonstrating knowledge and understanding of fitness and health. With this in mind teachers will need to provide opportunities for pupils to discuss and reflect on their achievements during lessons.
- The learning objective must be shared with the pupils and the criteria by which their progress and attainment will be assessed.
- Warming up and cooling down are essential elements of the lesson. Lessons should include details of progression and differentiated activities.
- Pupil's achievements should be celebrated and rewarded.

### **4. Criteria for Success**

If P.E. is being successfully delivered then we expect there to be evidence of pupils:

- participating in all activities on a regular basis;
- acquiring and developing skills;
- selecting and applying skills, tactics and compositional ideas;
- evaluating and improving performance;
- showing knowledge and understanding of fitness and health;
- engaging enthusiastically in activities.

Review Date  
June 2018

