



"Developing potential without limitations"

Frieth C.E.C. School

Physical Education Policy

(PE)

Date implemented : June 2015

Member of staff responsible: Headteacher

Governing body committee responsible:

Headteacher's signature

Chair of Governor's signature

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Introduction

The Physical Education programme in school contributes to the overall development of pupils. Physical Education builds on children's enjoyment of and need for activity and movement. It develops coordination, strength, stamina and skillfulness, promotes spatial awareness, intelligent reactions to situations and an appreciation of physical excellence. It leads to a sense of well-being, a healthy life-style and a feeling of self-confidence.

The National Curriculum states: A high-quality education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

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 sport and activities
- Lead healthy, active lives.

The place of P.E. in the Frieth CEC School curriculum

Physical Education is one of the foundation subjects in the National Curriculum and must be taught to all pupils within the age range of the school.

As it is a prime area in EYFS, it should be taught for a minimum of two hours in the Foundation Stage where a wide variety of physical activities may include dance, games, gymnastics and indoor and outdoor play.

Key Stage One and Two participate in two one hour sessions per week. There are six main areas within the subjects - games, gymnastics, dance, swimming, athletics and outdoor and adventurous activities.

In addition children in Year 4 participate in swimming activities and water safety.

It is only on medical grounds that a child may be excused.

Aims

- To develop understanding and appreciation of the purposes, forms and conventions of a range of physical activities
- To develop physical awareness, skills and competence
- To engage in competitive sports (both against self and against others) by inter-house and inter-school competitions
- To develop positive attitudes to participation in physical activities throughout life and an understanding of the importance of exercise to a healthy lifestyle.

- We aim to foster Spiritual Development in PE by encouraging the whole child to flourish within our Christian ethos
- We aim to foster Cultural Diversity and Community Cohesion in PE

Objectives

Children should take part in activities which enable them:

- To develop coordination, flexibility, stamina, strength and a positive attitude to health and personal fitness;
- To develop artistic and aesthetic understanding within and through movement;
- To be involved in the continuous processes of planning, performing and evaluating;
- To develop personal qualities such as self-esteem, independence, tolerance and empathy;
- To observe the conventions of fair play, honest competition, teamwork and 'good sporting' attitude as individual participants, team members and spectators;
- To develop positive attitudes and safe practice;

Organisation

In each Key Stage the class teacher is responsible for the planning, organisation, teaching and assessment of PE. In addition, specialists with a particular expertise may work for a period of time with classes of children, under the supervision of the class teacher. The Val Sabin scheme is used as a core scheme of work for some areas of P.E.

Planning for continuity and progression

The curriculum plan provides progression and continuity through year groups and Key Stages. This provides an effective framework for planning as defined by the National Curriculum

Spiritual Development Opportunities

Physical Education provides opportunities for pupils to:

- Understand that humans are nurtured via their mind, body and spirit which influence each other
- Develop human qualities of self discipline, commitment, perseverance and self confidence involved in developing physical skills and achieving success in physical education
- Appreciate the need for self improvement
- Experience the pleasure, exhilaration and aesthetics of mastering a skill, achieving and watching excellence
- Learn and achieve balance and control of the body
- Enjoy and know the quality of stillness
- Learn about their own strengths and limitations
- Learn to respect the 'rules of the game'
- Reflect on questions relating to cheating and fair play
- Learn to cooperate with others and develop team spirit

Cultural development Opportunities

Cultural diversity and community cohesion in PE provides opportunity to

- Explore how sport plays an important part in the bringing together of a wide range of people from all ethnicities, cultures, backgrounds and faiths through attendance at inter and intra school fixtures and festivals across school age range
- Understand the role of sport and movement in different cultures e.g dance
- Share and work with others effectively through a variety of games, sport, outdoor and adventurous activities, problem solving activities
- Value and respect diversity of game and sport from around the world

Teaching and learning strategies

Physical Education activities involve the pupils in the continuous processes of planning, performing and evaluating. In teaching the children are given opportunities to explore, select and analyse movement. Guided discovery is a suitable strategy for children to discover the most effective skills and methods. Whilst performing the children should be able to; practice and repeat, refine skills, evaluate, observe, adapt and improve. During activities, the children are given opportunities to work on their own, with a partner, in small and in larger groups.

In Physical Education the following framework are suggested as a guide to planning:

- Games - introductory activities, teaching skills, practices, evaluating and improving, application to game Situation, cool down
- Gymnastics - introductory activities, floor work and /or apparatus work, evaluate, improve, cool down
- Dance - introductory activities, exploration, creating, performing, peer assessment, closing activities.
- Athletics - introductory activities, teaching and exploring skills, evaluating and improving, cool down
- Swimming - introductory activities, teaching skills, practices, contrasting activity, closing activities.
- Outdoor and adventurous activities - introductory activities, challenges, closing activities.

All planning should link to the aims as laid out in the National Curriculum. Each lesson should have objectives selected from one or two of these aims and corresponding success criteria as defined in planning. Where possible links will be made, particularly in dance, to Creative Curriculum.

Equal Opportunities

Opportunities to take part in the P.E. programme must be open and available to all pupils. All children should be allowed access to and given confidence in the different physical education activities offered, regardless of their ability, gender, sex or cultural background. The content of

lessons and the resources available ensure that all pupils are valued equally, able to participate with enjoyment and achieve qualities and standards appropriate to their age, experiences and abilities.

When planning a Physical Education programme to include those with special educational needs, the following principles should be taken into account:

- Entitlement - all children are entitled to take part in the P.E. programme.
- Accessibility - the programme should be open and accessible to all pupils in a variety of ways, such as modified rules and equipment.
- Integration - modifications should facilitate the full integration of all pupils as far as possible.
- Integrity - where modifications are needed, the activity undertaken should remain relevant and meaningful.

Differentiation

The class teacher is responsible for planning work that is at appropriate levels to meet the range of abilities and experiences found within any one class. In order to cater for these, PE activities may be differentiated by task and outcome, including modified rules and equipment. We use STEP differentiation; space, task, equipment, people to provide challenge for different abilities.

Assessment, Reporting and recording

Assessments are noted by teachers through observations and reported in the end of year Annual Report to parents. Ongoing assessments is part of all PE lessons, informing teachers of the next steps in a child's, groups or whole class development.

Resources

Resources for practical activities are mainly kept in the shed, with some indoor equipment stored in the hall. Equipment for gymnastics is placed around the hall. Books and schemes are kept in the staffroom.

Health and safety

Many activities in Physical Education are by their very nature potentially hazardous. Class teachers are ultimately responsible for the safety of the pupils in their care and should always be conscious of safety aspects of the activities they are involved in. Teachers should ensure that the children have sufficient space for the activities they are asked to undertake, that the children are trained in safe working practices and that they are regularly reminded of the need for the safety of themselves and others. (For swimming see NOP/EOP swimming policy kept in the Head's office). Staff should refer to the Health and Safety Policy kept in the staffroom.

Dress

Children and staff must be dressed appropriately for the activity they are undertaking.

- Indoor P.E. - children must wear plain shorts and a plain T-shirt tucked in. The clothing must not be baggy or have pockets, straps or anything else which may get caught on equipment. Children must have bare feet unless there is a medical reason otherwise, e.g., foot injury. A verruca sock can be worn for comfort if necessary as cross infection is not an issue
- Outdoor P.E. - plain shorts and T-shirts, with a suitable sweatshirt, jumper or tracksuit for colder weather. Football strips are not allowed. Children must have a change of footwear for outdoor P.E. which must be appropriate for the activity being undertaken i.e. trainers. Children must not share footwear **and tights are not to be worn during PE.**
- Swimming - a swimming costumes and a cap and no jewelry
- Staff must wear appropriate clothing with the minimum requirements being appropriate footwear or bare feet.

If children have forgotten their kit, a range of suitable clothing is available but not footwear. And a letter **must** be sent home requesting parents to provide suitable kit for their child. Swimming hats **must** not be borrowed unless from sibling.

Long hair must be tied back.

No jewelry is to be worn during P.E. sessions, including earrings. However, children who have recently had their ears pierced must cover them with tape.

Equipment

Teachers must regularly remind children about the correct and safe way of moving and carrying equipment. If children are asked to collect equipment from the shed, or return it, it is the responsibility of the teacher to make sure that this is done safely and in a responsible manner. At least two children should carry each piece of large equipment, with four children used if needed. Children need to be aware of others around them as they move and use equipment. All equipment must be returned to its original position.

The mats are provided for comfort when working on the floor and as a piece of equipment in their own right and **not as a safeguard**. If the children are being challenged on apparatus mats should be used for health and safety reasons.

Faulty equipment should immediately be reported to the Headteacher and should be removed from service. The large P.E. equipment is regularly checked and serviced by a recognised contractor.

Monitoring and Evaluation

The class teacher is responsible for monitoring and evaluating lessons delivered to their class.