



Barnabas Oley School

Physical Education Policy

Version: 3.2

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Approved: J Hodges (Chair Curr Comm)

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Revision History

Version	Author	Summary	Review Date	Next Review
		Original Hard Copy	March 1997	
1.0		Copied from hard copy onto disc	12/12/05	
1.1	E Makower	Amended in line with coordinator review	12/01/06	
2.0	Jon Beech	Review by Curriculum Committee	14/3/06	
3.0	Claire Jarvis	Review by Curriculum Committee	Feb 2013	Feb 2016
3.1	Claire Jarvis	Review by Curriculum Committee. Minor changes. To be reviewed again in Sept 2016 to update Appendix A	Mar 2016	Sept 2016 then Feb 2019
3.2	Claire Jarvis	Appendix A updated	Oct 2016	Sept 2019

Contents

1	Introduction and Subject Definition.....	1
2	Our Aims.....	1
3	Our Objectives.....	1
4	Organisation.....	2
5	Time Allocation.....	2
6	Teaching and Learning Strategies.....	2
7	Resources.....	2
8	Health and Safety.....	3
9	Assessment, Monitoring and Review.....	3
10	Policy Review.....	3

Appendices

A.	Mapping PE Activities Across the Curriculum.....	5
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1 Introduction and Subject Definition

- 1.1 The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aim to cater for individual pupil's needs and abilities.
- 1.2 In the National Curriculum 2000 orders PE is recognised as having a physical aspect which encourages the need for recognising the development of physical skills which will be performed with increasing competence as pupils move through the key stages. PE contains a range of topics that require a diversity of skills including creative, competitive and problem solving abilities. As pupils develop their understanding and capabilities in PE there are opportunities for them to build up additional personal skills such as leadership, positive attitudes and building a healthy life style which can contribute to a lifelong interest in sporting activities.

2 Our Aims

- 2.1 As an inclusive school all PE lessons at Barnabas Oley are open to every child and steps are made to accommodate any individual's special needs.

The aims of PE are:

- To develop an ability to plan a range of movement sequences.
- To organise equipment and apparatus and to begin to design and apply simple rules.
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- To promote positive attitudes towards health, hygiene and fitness.
- To foster an appreciation of safe practice.
- To develop psycho-motor skills through a range of relevant movement based activities.
- To develop a sense of fair play and sportsmanship.
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- To foster an enjoyment, and positive attitude, to the subject in school.

3 Our Objectives

- 3.1 Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.
- Children will participate in a range of psycho-motor / movement activities in order to develop personal physical skills. (Practical attainment)
 - Children will be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement. (Kinaesthetics)
 - Children will be made aware of simple physiological changes that occur to their bodies during exercise. (Physiology)
 - Children will be given opportunities to develop imagination and co-operation to achieve shared goals. (Teamwork)

- Children will be given opportunities to develop personal characteristics including initiative, self-reliance and self-discipline. (Self-knowledge)
- Children will be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged. (Problem solving)
- Children will be given the opportunity to develop areas of activity of their choice in extra-curricular time.

4 Organisation

- 4.1 The curriculum in this subject has been organised to ensure that children in both key stages have access to all areas specified in the national curriculum and go beyond its statutory requirements. We are confident that children following our curriculum have the opportunity to surpass the expectations at the end of each key stage. See Appendix A for illustration of Mapping PE Activities across the curriculum.
- 4.2 The PE activities are planned 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. Examples of the additional challenges provided as the pupils increase in age include peer assessments, leadership skills and encouraging pupils to find extra curriculum clubs to develop their skills.
- 4.3 The school uses the National Curriculum as the basis for the scheme of work. This is supplemented by other learning materials such as 'TOPs' and the TAG rugby guidelines.

5 Time Allocation

- 5.1 Each class is allocated two hour-long sessions per week for PE. In the summer term there is a slight change to the allocation to accommodate swimming lessons. Each pupil should have 30 mins in the pool each week (weather dependent due to the heat exchange heating system that the pool relies upon). During the second half of the autumn term, it is ensured the rehearsals for school productions do not use both PE sessions for any class and the stage is not put up until close to the performance to ensure full use of the hall for as long as possible.

6 Teaching and Learning Strategies

- 6.1 All lessons throughout the school are taught as class groups following the scheme of work. Lessons are normally taught by the class teacher.

7 Resources

- 7.1 There is a wide range of resources to support the teaching of PE across the school. Most of our small equipment is kept in either the PE store in the school hall or the PE shed at the base of the playground, 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. The children use the school playground and the local authority playing

field for games and athletics activities. The school has an outdoor swimming pool for swimming lessons.

8 Health and Safety

- 8.1 The school uses the county guidelines for health and safety in PE and also refers to the AfPE Safe Practice in Physical Education 2016 documentation.
- 8.2 The school has written dedicated risk assessments that outline the possible risks and the steps the school has taken to alleviate the problems. These risks assessments are available to all staff as are the guidelines from county on subjects such as wearing of jewellery, sun safety and recommendations for temperatures for the water in the swimming pool.

9 Assessment, Monitoring and Review

- 9.1 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 and the class teachers. Class teachers will use assessment forms to identify children working either above or below the expectations of the national curriculum levels. This information will be passed on to both parents and the pupil's next teacher.
- 9.2 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. The PE subject leader works with the Headteacher to plan for specific areas of the subject to be included in the SDP each year.

10 Policy Review

- 10.1 The review of this policy will be taken each year.
- 10.2 There will be a special review when the new National curriculum is introduced. The review will be undertaken by the PE coordinator, school Governors and the Headteacher.
- 10.3 Staff will be given the opportunity to check the details of each review before they are implemented.

Appendices

A. Mapping PE Activities Across the Curriculum

Class & year band	Autumn Term		Spring Term		Summer Term	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
Holly R & 1	Dance / Games Fundamentals	Dance / Gym Shape	Dance / Gym Actions	Dance / Gym Apparatus	Games Fundamentals 2	Games / Swimming
Maple 1 & 2	Dance / Gym	Dance / Gym	Dance / Games	Dance / Games	Dance / Games	Games Swimming
Willow 3 & 4	Invasion games/Athletic skills	Gym/ Dance (for KS2 play)	Gym / Dance (own composition)	Net Games/ OAA	Fielding Games / Multi skills	Swimming/ Athletics
S Birch 4 & 5	Netball/		Gymnastics / Rugby		Athletics / Striking Fielding Games/ Swimming	
Cedar 5 & 6	Netball / Gym Dance		Rugby / Gym	XCountry Running/ Dance	Kwik Cricket / Net Games	Swimming / Athletics
	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> OAA at residential course every year for Years 5 & 6 </div>					

These are suggested divisions for the balance of PE teaching throughout the KS1 and KS2 at Barnabas Oley, but may change with the addition of new equipment or the skills of teaching staff.