



Physical Education Policy

Copley Junior School

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PHYSICAL EDUCATION POLICY

Rationale

"Physical Education is an absolute fundamental and essential part of a balanced education for young people. It provides a contrast to the relative inactivity of the classroom setting, and is both physically and psychologically beneficial to health." (Physical Education - A Practical Guide.)

As a school we recognise that most children have a natural enthusiasm for being physically active, and physical education lessons help children experience the fun, enjoyment and satisfaction that can be gained from participation, as well as promoting their spiritual, moral, social and cultural development.

Physical education also makes an essential contribution to the whole school curriculum, and can provide substantial support to areas including English, Maths and Science.

Aims

- To acquire new, and develop existing, skills and be able to select and apply these in a variety of situations.
- To develop a knowledge and understanding of fitness and health by fostering a positive attitude towards physical activities.
- To develop a feeling of enjoyment and achievement through providing opportunities to express ideas and feelings in a form of non verbal communication.
- To develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour, and the ability to cope with success and failure.

Objectives

- Provide opportunities to develop pupils' knowledge, understanding and awareness of dance, games, gymnastics, outdoor adventurous activities, swimming and athletics.
- Enable children to experience and explore a range of sports, dance, gymnastics and outdoor pursuits.
- Explore the basic elements of such activities by investing in good resources for the children to use.
- Provide children with appropriate teaching to develop their body management and skills in a variety of contexts.
- Encourage pupils' ability to communicate knowledge and understanding of P.E.
- Develop pupils' vocabulary of physical terms.
- Support pupils to understand that exercise is necessary for health and well-being.

- Stimulate pupils' interest in P.E. by providing challenging, motivating and worthwhile activities.
- Gain experience of the skills required to take part in a variety of games and physical activities by welcoming into school experts from a variety of sporting and artistic backgrounds.
- Support pupils to appreciate the aesthetic and artistic (creative) aspects of physical activities.
- Enable pupils to demonstrate their abilities by encouraging children to work to the best standard of which they are capable.
- Foster good relationships with local teams and associations.
- Provide opportunities for pupils to work individually, in groups and in teams, to experience competitive and non-competitive activities.
- Match activities to children's' ability and experience through recognising and valuing children's' efforts and enthusiasm.

To fulfil these aims and objectives a well-structured development programme employing a variety of teaching methods is essential. Through this development plan all pupils will have the opportunity to participate in and experience gymnastics, dance, swimming, games, outdoor and adventurous activities and athletics. These areas of study are the minimum requirements and so must be adhered to by all year groups.

Content

The content and detail of our work is to be found in the Val Sabin scheme of work. All teachers plan and use the activities specified in this scheme of work and discussion takes place with regard to continuity and progression across the age range.

Time Allocation

Approximately 4-5% of curriculum time is dedicated to P.E. and games, and additional opportunities are provided each day through extra curricular activities. The amount of time available per week will differ from term to term as some work depends on the availability of the school playing field. Year 5 has an extended time used for P.E. as the swimming programme is delivered in this age group. On looking in detail at the curriculum over the whole Key Stage, we are satisfied that sufficient time is devoted to the subject during the four years of study.

Organisation

P.E. is taught by the class teachers in discrete units which last for half a term each (selected as detailed above from the Val Sabin Scheme). The staff negotiate hall time and an outdoor timetable on an annual basis so that needs can be met. Year 5 swimming lessons are taken by the poolside staff at Dearne Valley Leisure Centre with assistance from the teacher from school.

Planning

The P.E. subject leader has overall responsibility for planning and co-ordinating the P.E. curriculum in consultation with colleagues. The P.E. subject leader will discuss with staff the most appropriate starting point within the levels of the Val Sabin Scheme and ensure continuity and progression between units and across year groups. Planning will usually take the form of annotated photocopies from the scheme which will also become records of progress for the class where a revisit of an area is planned or for passing onto the next teacher. Class teachers have the responsibility for short term planning and the delivery of P.E.

Assessment and Recording

Assessment in P.E. is concerned primarily with the observation and recording of achievement in the practical context, and is used as a guide to chart the progress of individual pupils. This involves identifying each child's achievement, determining what has been learned, and where to go next using the school-devised P.E. assessment document.

Using the New Framework, each child is assessed against fourteen different criteria for their year group across all aspects of physical education. At the end of each year, every child is assessed to see if they are below, have met or are above age related expectations. This information is then passed on to the next teacher to use as a reference when planning lessons.

Progress is noted in annual reports and in accordance with other policies related to communication with parents/carers.

Equal Opportunities

"Children are more important than the activities in which they are engaged. The game is not the thing - the child is." (Physical Education for ages 5 - 16, NC Proposals, DES 1991).

All children must be given access to, and helped to gain confidence in, the different

activities, regardless of ability, gender, nationality or cultural/ethnic background.

Cultural Diversity

Throughout the curriculum and social life of the school we acknowledge and value cultural diversity and use it to enrich the pupils' experience and understanding of the multi-ethnic society in which we live. We aim to introduce the children to material and experiences from worldwide cultures so that all children have equality of opportunity and education for life in a culturally diverse society. The curriculum, explicit and hidden, aims to create an understanding of, and an interest in, different environments, societies, systems and cultures across the world.

Health and Safety

In P.E. it is necessary to establish high standards in safety and make every effort to maintain them. This will have a bearing on dress, tidiness, equipment storage, care and handling.

The following is a list of procedures that must be considered and followed carefully in all physical education lessons:

- 1 All pupils should be dressed appropriately in accordance to the activity being performed.
- 2 All jewellery should be removed and long hair tied back. In the swimming pool, long fringes that restrict sight should also be tied back.
- 3 The facility and all equipment must be checked first to ensure that it is safe to be used. Anything that does not come up to standard must be reported to the P.E. subject leader.
- 4 Teachers should be aware of any medical problems that pupils may have that will affect their participation in lessons, and act accordingly.
- 5 The class should be taught expected standards of behaviour and safety, especially in relation to equipment and apparatus handling.
- 6 A first aid kit is on hand at all times and the teacher should know the procedures to follow in the event of an accident.

As well as the above procedures, the school uses the book 'Safe Practice in Physical Education and Sport' AfPE, 2012.

Clothing

Children are expected to be dressed appropriately and to have a complete change of clothing for P.E. and games lessons. There are no facilities for separate changing in school. However, informal arrangements are made to prevent any embarrassment for children in Years 5 and 6. Staff should remain vigilant but keep a low profile when children are changing. Teachers of older children need to discuss arrangements for changing with the class to establish ground rules to ensure respect and control.

Children are not allowed to participate in Physical Education if they have not brought a change of clothes. If this occurs, children will go outside to complete associated activities.

Contact is made with parents of children who do not bring kit for three sessions. Letters must be sent by parents/carers to exempt a child from any P.E. lesson. No jewellery is allowed. When children have just had ears pierced, then micropore tape must be worn. This is available in the Office, but children should be made aware that such provision is their responsibility.

Dance and Gymnastics:

Girls: leotard (black) or white t-shirt/white polo shirt and black shorts.

Boys: shorts (black) and white t-shirt/white polo shirt.

No shoes are worn. Verrucae do not preclude any child from taking part in any activity.

Outdoor (and indoor if wet) Games:

Our P.E. uniform is white t-shirt/white polo shirt and black shorts. Tracksuits and trainers should be non branded, with no logos. Football shirts, Bermuda shorts, very bright clothes and labels are not allowed. Children must change clothing, and footwear must be appropriate to the activity.

Cloakroom space is limited, so we appreciate P.E. kit being brought into school in a small drawstring bag.

Policy in Practice

Curriculum

The content of our teaching in P.E. is based on the Programmes of Study within the National Curriculum for Key Stage 2. These determine our planning and forecasting.

Gymnastics and dance are undertaken in Years 3, 4, 5 and 6.

Games and athletics are undertaken in Years 3, 4, 5 and 6.

Outdoor and Adventurous activities are undertaken in Years 3, 4, 5 and 6.

Swimming is undertaken in Year 5.

Cross-Curricular Links

Many opportunities exist within physical education to develop cross-curricular links with other curriculum areas.

1 English

Written and oral skills are developed through the use of discussion, explanation and description.

2 Numeracy

To use weight, height, distance and number to provide information for assessment and improvement. To explore space and shape through dance and gymnastics.

3 Science

To reinforce knowledge and understanding of the human body, healthy living and forces.

4 Information and Control Technology/Computing

To record and present data in the form of charts and graphs.

To use video cameras and photography to record actions which can be analysed and used for improvement and demonstration.

Policy reviewed and updated by all staff and governors of the Curriculum and Standards sub committee: February 2017