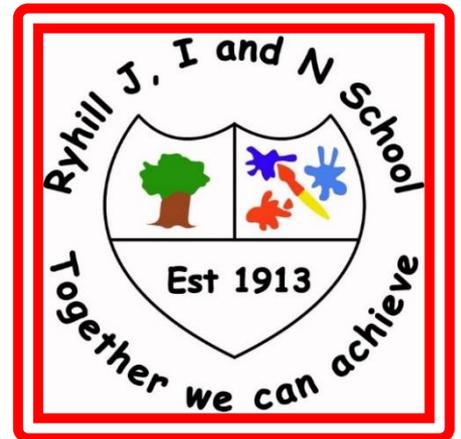


## Ryhill Junior, Infant and Nursery School

### Policy for Physical Education



#### Introduction

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 aims to cater for individual pupil's needs and abilities. The schemes of work we follow are based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities.

Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

#### Aims

- To develop an ability to plan a range of movement sequences, organise equipment and apparatus, and 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 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.

### **Objectives**

- 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. (Kinaesthetic)
- Children will be made aware of simple physiological changes that occur to their bodies during exercise. (Physiology)
- Be given opportunities to develop imagination and co-operation to achieve shared goals. (Teamwork)
- Be given opportunities to develop personal characteristics like initiative, self-reliance and self discipline (Self knowledge)
- Be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged. (Problem solving)
- Be given the opportunity to develop areas of activity of their choice in extra-curricular time.
- Make full use of the facilities here to prepare a child mentally and physically for key stage 3 and beyond.

### **Organisation**

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.

### **Resources**

As a primary school we have access to a purpose built sports hall, 2 playgrounds (with games markings) and an outdoor grassed playing field.

As well as superb facilities in which to teach, the school also has a well resourced PE store, portable football and netball goals, portable and fixed gymnastics equipment as well as many mats and benches. All Equipment is checked regularly.

Teachers have access to equipment and literature, via the coordinator, and can always rely on advice when needed.

### **Training**

Training is always available to the staff here to ensure that standards of delivery are high.

We have a specialist PE teacher from HACC who works alongside our staff to develop their confidence and ability to teach PE successfully. Local coaches are also often invited in to work alongside teachers.

### **Planning**

The Physical Education curriculum and scheme of work developed at the school covers all areas of activity outlined as statutory in the PE National Curriculum 2014. Each year group covers certain aspects of the curriculum during the child's time at the school.

The school has invested in 'Val Sabin' and 'Top Creative Movement- resource supported by the Youth Sport Trust' to inform Schemes of Work. We have planning from a specialist PE teacher from HACC that all staff has access to.

### **Assessment / Monitoring**

It is now statutory that each child leaving a key stage is given an over-all NC standard in this subject. The guidelines are specified in the NC guide for teachers. The school will follow these guidelines to give a child a specific standard at the end of the school year (WT, EX, GD)

The end of year report will also form the formative report of a child's progress, effort and achievement to PE.

The subject will be monitored and evaluated by the coordinator as outlined in school's development plan for monitoring and assessment.

### **Inclusion**

Children with special needs are included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the coordinator and SENCO (if applicable). 'Fit to Learn' is also offered to children with physical difficulties and is delivered by the School's Learning Mentor.

## **Health and Safety**

The safety of children in lessons is of paramount importance.

The BAALPE publication 'Safe Practice in PE' is available to all staff.

It should be noted that, in the event of an emergency, phones are within a short distance of all PE lesson locations and First aid boxes are available from the main office.

## **Timings**

All children from Year 1 to Year 6 will receive two hours of PE per week depending upon whether they are swimming in that term, which demonstrates the school's commitment to a quality PE Curriculum.

## **Role of the Coordinator**

The role of the PE Coordinator involves

- Producing a flexible scheme of work, with lesson ideas to support its implementation.
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Ensuring areas for lessons are safe.
- Assisting with recording keeping and assessment of the subject.
- Monitoring the teaching of the subject at school.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensuring that pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents.
- Ensure standards remain high in each year group through effective monitoring of the subject.

## **Teaching Methods**

All lessons throughout the school are taught as class groups following the scheme of work. Lessons are normally taught by the class teacher, but some year groups will arrange a member of staff to teach more than one PE class. As mentioned previously, some lessons may be taught alongside a sports coach or a member of staff from HACC.

Swimming lessons are always taught by a specialist swimming teacher along with the class teacher. Year 5 children have swimming lessons every year.

### **PE Kit**

Children are expected to wear:

- Red or white t-shirt
- Black shorts or tracksuit bottoms
- Trainers
- Warm jacket in winter for outdoor PE
- Bare feet for indoor PE lessons
- Long hair to be tied back
- No jewellery

### **No PE kit policy**

- Children cannot take part in PE if they do not have the correct PE uniform. They will be given a suitable task to do in the lesson.
- Yellow card to be issued if a child does not bring their PE kit twice in a row.
- Red card to be issued if a child does not bring their PE kit three times in a row.

### **Jewellery in PE**

Earrings must be removed before participating in PE lessons (including swimming). If a child is not able to remove their own earrings parents should do so before school on a PE day. If there are exceptional circumstances which prevents this from being possible for a defined period of time, parents should provide a letter explaining the reasons and the date from which earrings can be removed. During this period the earrings will be made safe using micropore tape,

however a teacher may ask a child wearing earrings not to participate in an activity if they feel the risk is sufficient.

**Monitoring and Review**

This Policy will be reviewed yearly.

Review Date:

September 2018