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## PE POLICY AND GUIDELINES

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### Introduction

Physical education, experienced in a safe and supporting environment, is a unique and vital contributor to a pupil's physical development, well-being and overall education. It can teach the pupils, through purposeful experiences, to understand the value and the benefits of participation in physical activity whilst at school and throughout life. A broad and balanced physical education curriculum is intended to facilitate the development of the pupil's body awareness, self-confidence and enjoyment of the activity. It is intended that pupils, irrespective of their innate ability, will enjoy success and achieve their full potential in PE.

## **Aims**

Physical education offers opportunities for children to:

- Become skilful and intelligent performers
- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical contexts
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as team members
- Understand what it takes to persevere, succeed and acknowledge others' success
- Respond to a variety of challenges in a range of physical contexts and environments
- Take the initiative, lead activities and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance of exercise in their lives
- Develop positive attitudes to participation in physical activity

## **Staffing/Staff Development**

An HLTA takes the classes for PE. When an external coach is leading the session the class teacher or other member of the school should be present in order to oversee the teaching to develop their knowledge. However, a member of staff would not be present if the external coach was covering PPA time.

Staff development needs may be identified by the PE team leader or personally by a member of the teaching staff. The PE team leader will make teaching staff aware of any opportunities for professional development.

Staff demonstrate the enjoyment and health benefits that can be gained from participating in a variety of sports. Teachers regularly attend sporting events that our children participate in, again demonstrating the value placed on sport and physical activity by the school. We try to raise awareness of sporting events and opportunities in our wider community for both children and parents through newsletters and notices and staff participation in sport and healthy lifestyles.

## **Provision and Entitlement**

The content of PE in primary schools as established by the National Curriculum at Key Stage 1 and Key Stage 2 and the Early Learning Goals for the Foundation Stage is as follows:

<b>Foundation Stage:</b>	Physical development
<b>Key Stage 1:</b>	Games, dance, gymnastics
<b>Key Stage 2:</b>	Games, dance, gymnastics, athletics, swimming, outdoor and adventurous activities

During Key Stage 1, pupils should be taught the knowledge, skills and understanding through all three areas.

During Key Stage 2, pupils should be taught the knowledge, skills and understanding through five areas of activity: games, dance, gymnastics and two other areas selected from athletics, swimming and outdoor and adventurous activities.

The children should be enabled to develop a balance of skills across games activities.

Opportunities for high quality exercise are also provided outside of PE lessons. During lunchtimes our midday meal supervisors help the children to participate in games and provide equipment to support these activities.

### **Extra Curricular Activities and Other Initiatives**

Out of hours clubs are provided to extend children's participation, development and enjoyment of specific activities.

- Football
- Cricket
- Athletics
- Dance
- Gymnastics

Children are encouraged to participate in events and inter-school competitions for football, cricket, cross country, netball, rugby, athletics and multi-skills. These competitions take place during the school time but often extend beyond the normal close of the school day.

In Year 5 the children are invited to participate in cycling proficiency training.

### **Adults other than teachers**

Teaching Assistants will be suitably briefed before each session in order to help meet the needs of the children they are supporting.

Students teaching PE on teaching practice will be supervised by the class teacher.

External coaches, parents and college students that help with clubs will be appropriately inducted by their class teacher in order to understand the health and safety procedures relevant to their activities. Class teachers must also ensure that such visitors understand the needs of the children they are working with.

## **Safe Practice**

To ensure safe practice pupils are taught to:

- Be concerned with their own and others' safety in all activities undertaken
- Understand the importance of warming up and recovery exercise, thus preventing injury
- Lift, carry and place equipment safely
- Observe the rules of good hygiene
- Understand why particular clothing, footwear and protection are worn for different activities
- Understand the safety risks of wearing inappropriate clothing, footwear and jewellery
- Respond readily to instructions and signals within established routines and follow relevant rules and codes

All adults must report any defects in any equipment that needs attention.

All equipment must be tested before the children use it. Equipment is checked for health and safety by a qualified outside agency.

In all activities that involve children working above floor level the cushioned mats must be used as an area that indicates landing and should not be used to anticipate 'falls'.

Although children are trained to carry, lift and place apparatus safely, it is the individual teacher's responsibility to supervise them and check that equipment is stored safely and tidily.

## **Clothing**

All children must wear school provided PE kits for safety reasons. Appropriate footwear is essential. Feet should be bare for gymnastic sessions.

Hair should be tied up if long. No watches or jewellery should be worn. If children lose any personal property during PE, the school cannot take responsibility but will do all they can to help look for their property.

Teachers will dress appropriately for PE sessions.

## **Changing**

### EYFS and KS1

Boys and girls get changed in the same classroom/hall space and due to the size of the available space, it provides a safe, secure and discreetly and do not have to get changed directly in front of each other if the teacher feels this is not appropriate.

## KS2

Boys and girls should get changed separately wherever possible, using additional spaces and cloakroom areas. If this is not possible boys and girls should get changed in separate areas of the classroom.

### **Non-Participants**

If pupils are not participating in PE it should only be for health or medical reasons and a letter should be sent into the school explaining the reason. Teachers should contact individual parents if a child consistently fails to dress appropriately.

Where possible, children who are not participating in PE for reasons of health should be given a role so that they feel included and have an awareness of the learning objective for the session. Such a role could be as a scorer, referee, commentator or a responsibility for equipment.

As a last resort, children should be placed in a parallel class with appropriate work.

### **Cross Curricular Issues**

Opportunities should be identified to reinforce links between PE and literacy (eg instructions/rules, match reviews, performance poetry), numeracy (eg counting/scoring, measuring, direction and movement, data handling), science (eg healthy eating, moving and growing, forces in action), ICT (eg data handling and presentation) and other areas of the curriculum.

ICT can also be used to support the teaching of PE through the use of video clips to explain rules, skills and strategies. Digital cameras can also be used to enable the children to evaluate and improve their work.

### **Equal Opportunities and Inclusion**

The teaching is generally intended to be suitable for a mixed ability, whole class approach. However, when appropriate, ability groups will be set so that particular skills can be developed and all children are working on suitably differentiated tasks.

The school aims to provide full access to the PE curriculum for children with special needs, whilst taking into consideration any relevant safety issues in accordance with the special needs policy.

We shall endeavour to ensure an equal interest in the subject for both boys and girls. The cultural diversity of our children will be recognised and respected. All children are encouraged to take part in and are taught all areas of the PE curriculum.

## **Monitoring and Evaluating**

The PE team check that a broad and balanced curriculum is carried out by monitoring the end of unit assessments. Teachers evaluate each session on their weekly curriculum plan.

## **Assessing and Recording**

Teachers should be aware of the pupils' progress over the year and appropriate comments recorded on the end of term report. A general assessment of the objectives is recorded on the weekly curriculum plan, handed to the Headteacher. Assessment of the pupils' progress is made through the continuous process of observation and questioning. Observations can be supported with photographs. The parents of children who have been identified as gifted and talented are informed and supported, where possible, in finding clubs and events that will nurture their further development.