



PHYSICAL EDUCATION AND PHYSICAL ACTIVITY POLICY

THE REASON FOR THIS POLICY

Physical education is a foundation subject within the National Curriculum. Physical Activity occurs within the school outside of the National Curriculum. This policy outlines the purpose, nature and management of all physical education and activity taught and learned in our school.

The school policy for physical education and physical activity reflects the consensus of opinion of the teaching staff and has the full agreement of the governing body.

The implementation of this policy is the responsibility of all the teaching staff.

PRINCIPLES RELATED TO THE AIMS AND ETHOS OF THE SCHOOL

- To encourage children to become highly motivated life-long learners
- To develop high self esteem, respecting themselves, others and the environment.
- To provide an ethos of support, challenge and encouragement.
- To provide learning partnerships between home, school and the community

THE POLICY

THE NATURE OF PHYSICAL EDUCATION

Physical education in our school is about developing children's enjoyment, confidence and skill in physical activity and introducing them to the pleasures of sport. It is a practical subject which gives all children, irrespective of age, gender or ability opportunities for participation, enjoyment and success.

Physical education promotes personal, social, intellectual, cultural and physical skills and at our school it attempts to foster co-operation, tolerance, self esteem and a sense of fair play. Our school aims to promote an enjoyment in undertaking exercise in all children that will, hopefully, be continued into adulthood as part of a healthy lifestyle.

THE NATURE OF PHYSICAL ACTIVITY

Physical Activity promotes physical activity outside of the National Curriculum; this is done through a range of clubs in and after school hours as well as lunch and break time activities for children.

During Break and Lunchtimes all children in school have access to the trim trail; climbing walls; slide, football and play equipment on a rotational basis. During these times activities are also led by Year 5 and 6 Playleaders who have been trained. This creates positive role models for physical activity in school and also develops leadership skills for older children.

A range of extra curricular clubs occur in school throughout the year both in and out of school hours which are targeted at different Year Groups. These are run both by members of staff and by coaches from our links with local secondary schools and organisations. Where possible, club links will be made to encourage children to take sport further.

ENTITLEMENT

All children should have access to a balanced P.E. curriculum, as laid down in the National Curriculum document Physical Education. Due consideration should be given to implementing the Knowledge, Skills and Understanding, which covers what has to be taught during the Key Stage, and the Breadth of Study, the contexts, activities and areas of study through which the Knowledge, Skills and Understanding should be taught, in the planning of units of work for children.

Swimming will be undertaken at Key Stage 2 only, and will be organised according to the availability of the pool and its staff.

IMPLEMENTATION

Throughout each key stage the children will be encouraged to plan, perform and evaluate their work. This should be undertaken in as many lessons as possible, although each process will not necessarily be equally weighted. However, they should be given the opportunity, where possible in each lesson, to discuss their performance with their peers or adults.

Each term there is one main focus for P.E. activities; this is to be found in each year groups planning where a variety of key skills will become the focus at the appropriate level for the cohort of children. In Key Stage 1 emphasis is placed upon working safely and harmoniously as well as focusing on the key skills of agility, balance and control. In Key Stage 2 the spectrum is broadened to include, invasion games and swimming. Where possible links to other curricular areas will be made. Progression will be addressed within each area of study through careful planning of the coverage of the relevant key skills and vocabulary.

All physical education activities should be enjoyable, safe and yet challenging. The ideals associated with fair play and good sporting behaviour will be encouraged at all times.

Children will have the opportunity to work in a variety of ways through directed, exploratory and improvised activities. Children will work in groups, pairs and as individuals and will use language appropriate to physical education when talking about their work.

Whenever the weather permits children should be given the opportunity to undertake physical education outdoors.

Physical education is taught as a separate subject. However links are made to other areas of the curriculum where to topic for the term allows. Each class has two sessions per week one of which will be swimming, where appropriate.

Dance lessons will provide an opportunity for children to express themselves through a combination of dance and music. The music chosen will reflect different cultures and represent as wide a range of types of music as possible. Foundation and Key Stage 1 and 2 children can follow Val Sabin Dance program or any other self produced material which covers the appropriate key skills.

Children will be taught gymnastics, dance and swimming in their normal class group. In Key Stage 1 games and athletics will also be taught in this way. The only instance of setting in physical education is in swimming. This is mainly done for safety reasons to adhere to the LEA guidelines of the maximum number of 20 children in each group, as per pool recommendations, at any time.

All teachers will be responsible for the planning and teaching of physical education, with the exception of swimming. P.E. Premium is used to develop and sustain a high quality of P.E. The school is part of the Carre's Grammar School outreach provision.

Foundation children will have the same access to the physical education curriculum as Key Stage 1 children. They are given the opportunity to enjoy an introduction to dance, games, gymnastics and outdoor activities. Developing physical skills is a very important part of the education of young children. The Foundation children will have access to the safe outdoor area in order to engage in active play.

Activities are planned in such a way as to encourage full and active participation by children irrespective of ability, race or gender. Every attempt will be made to fully integrate children with special needs into participating on equal terms with other children.

All physical education lessons will ensure an equal interest and participation level for both boys and girls. All lessons undertaken within the school day and at after school clubs will be for both genders.

Health education, particularly those areas addressing the effect of exercise on the heart and the need for exercise to keep us healthy, will be introduced during the appropriate physical education lessons.

All parents are informed of the dress required for their child when undertaking physical education. New parents are informed and full details are set down in the school brochure.

ASSESSMENT

Teachers will make notes on individual children's progress with a focus on the coverage of key skills and National Curriculum Objectives. Photographic evidence to support planning and assessment will be made when appropriate. Children's attainment and effort will be recorded in end of year reports.

BACKGROUND DOCUMENTATION

This policy was informed by reference to the Statutory Orders for physical education, non-statutory guidance of the national curriculum document for physical education, and guidance from the Lincolnshire Curriculum Service. Reference has also been made to the baalpe publication Safe Practice in Physical Education.

SUCCESS CRITERIA

Operable schemes of work in place that provide cohesion, continuity and progression which ensure that the experiences of pupils are at all times appropriate, with risks assessed and managed so that safe practice is addressed and implemented.

A safe system will identify pupils with any special educational or health needs and ensure that young people are not exposed to excessive challenge.

Drafted by: Amy Bell November 2011

Approved by the Governing Body on: 23 January 2012

This policy was reviewed on 25 April 2016

This policy will be reviewed in: April 2018

Person to initiate review: PE Subject Leader

APPENDIX

Practical Implications of the policy

HEALTH AND SAFETY

IT IS THE RESPONSIBILITY OF ALL STAFF TO ENSURE THAT THE FOLLOWING HEALTH AND SAFETY GUIDELINES ARE STRICTLY ADHERED TO.

The health and safety policy gives clear guidance on the response and reporting of accidents. All accidents, no matter how slight, should be written down in the school's accident book kept in the First Aid Cabinet.

When engaged in physical education children are expected to behave in a considerate, responsible manner showing respect for other people and equipment. Any child who is not obeying these requirements should be excluded from the lesson, but not from the activity area. When, in the teacher's opinion, they are in an appropriate frame of mind they can resume the activity.

During the lessons children will be encouraged to discuss safety implications concerning themselves and others. This should start when children enter the school.

All children must change into a T-shirt, shorts or skirt. Tracksuit bottoms are not to be worn indoors for safety purposes. Children will be allowed to choose between wearing plimsolls and using bare feet. However bare feet must be used when using apparatus for safety. Fashion trainers must not be worn for P.E. as they are not safe. Bermuda shorts are not suitable for swimming or other P.E. lessons.

Teachers should wear clothing appropriate to the activity in which they are engaged; a change of footwear for indoor activities and a change of clothing for outdoor or swimming activities.

If a child has a verruca they should not borrow other children's footwear and they must wear a verruca sock for swimming. A plaster is not acceptable except a preparatory verruca plaster.

Long hair must always be tied back for P.E. Any child who comes without a hair band will be given an elastic band. Alice bands, fancy hair bobbles, etc should not be worn for the lessons. Earrings, watches and other jewellery should not be worn. It is not the teacher's responsibility to remove a child's jewellery, though they should ensure that it has been removed. In the case of a child who has just had their ears pierced the earrings should be taped up. All parents will be informed of this procedure.

For outdoor activities and winter games children are encouraged to have a tracksuit or warm top and loose leg covering.

When a child forgets their kit they will be reminded twice and on the third occasion a letter will be sent home. At no time must kit be borrowed.

All activities which involve children working above floor level must use the cushioned mats provided. Any floor work which includes forwards/backwards rolls, handstands, crabs etc, must also use mats.

The safe erection and dismantling of equipment will be encouraged at all times and children will be trained to move and store equipment in an appropriate manner. This includes children always

walking forwards with equipment. All equipment will be checked by a teacher before the children use it. All adults working at the school have a responsibility to report any defects in the equipment to the head teacher. The defective equipment must not be used again until it has been made safe.

It is the responsibility of the teacher in charge to ensure that all equipment is returned to its original place and that it is stored in a safe and tidy manner.

Games which involve an element of chase are not permitted indoors. Games of chase involving the use of apparatus (e.g. Pirates etc) are specifically NOT permitted.

No class should **ever** be left unattended by the class teacher either in the Hall, on the field or in the pool area regardless of whether an ancillary helper or parent is present. If an accident occurs children or parent/ancillaries should be sent to fetch the head, deputy head or other adult.

All the equipment used in P.E. should be specifically designed for that purpose. Chairs tables, etc are not P.E. equipment. Children should set out and put away the equipment. This does not include moving the piano or stool, though these must be moved to a safe place before the lesson begins.

Children should be taught the safe and correct usage of equipment as and when appropriate. This should take into account individual ability and confidence factors, especially when working above ground level. Children must not, under any circumstances be forced or instructed to carry out any task which may endanger themselves. The use of an educational approach to gymnastics should be encouraged at all times.

Any child with debilitating illnesses such as asthma, epilepsy or heart conditions should not be excluded from P.E. Inhalers should be brought to the field, pool or hall when doing P.E. Any child who suffers with epilepsy, in order to safeguard them from possible dangers, should not use the wall frame and have a designated spotted during swimming. Teachers should be especially observant when such a child is in the swimming pool. It is the responsibility of the teacher to inform any "outside" instructors of children's specific ailments.

Teachers should be informed of children not participating in P.E. activities either by written note or verbal message from the parent concerned. Such children will be asked to observe the class. It will be made explicit that swimming is part of the PE entitlement and that withdrawal of pupils by parents will only be allowed in exceptional circumstances.

Student teachers must have a qualified teacher present whilst they are teaching P.E.

Any child undertaking Bikewise training as part of the outdoor/adventurous section needs to have the official form signed by the parents. Their bicycle must be checked by the Road Safety Officer and any faults must be corrected before the child can commence training. Any child who misbehaves or displays an undue lack of road sense will not be allowed to take part in the training.