

Policy for Physical Education

Rationale

We believe that physical education contributes to the overall education of young people by helping them to lead full and valuable lives through engaging in purposeful physical education.

The Importance of Physical Education

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative and competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and preferences and make choices about how to get involved in lifelong physical activity.

The four areas of the PE National Curriculum are:

1. Acquiring and developing skills
2. Selecting and applying skills, tactics and compositional ideas
3. Evaluating and improving performance
4. Knowledge and understanding of fitness and health

Objectives

In physical education lessons pupils should be taught:

1 Skills

- to be physically active
- to demonstrate knowledge and understanding mainly through physical actions rather than verbal explanations
- to engage in activities that involve the whole body, maintain flexibility and develop strength and endurance.

2 Independence

- to solve for themselves the problems that they will encounter in the course of their physical activities
- to consolidate particular skills through practice and repetition.

3 Attitudes

- to observe the conventions of fair play, honest competition and good sporting behaviour
- to understand and cope with a variety of outcomes, including both success and failure
- to be aware of the effects and consequences of their actions on others
- to appreciate the strengths and be aware of the weaknesses of both themselves and others in relation to different activities.

4. **Safety Practice**

- to be concerned with their own and others' safety in all activities undertaken
- to understand the importance of warming up for, and recovery from exercise, thus preventing injury
- to adopt good posture and the correct use of body at all times
- to lift, carry and place equipment safely
- to observe the rules of good hygiene
- to understand why particular clothing, footwear and protections are worn for different activities
- to understand the safety risks of wearing inappropriate clothing, footwear and jewellery
- to respond readily to instructions and signals within established routines and follow relevant rules and codes.

Intended Outcomes through Physical Education

1. to develop the health and physical well being of children at this school;
2. to develop physical competence and enable pupils to engage in worthwhile physical activities;
3. to promote physical development and teach pupils to value the benefits of participation in physical activity while at school and throughout life;
4. to promote spiritual, moral, social and cultural development;
5. to establish self-esteem through the development of physical confidence and help pupils to cope with both success and failure in competitive and co-operative physical activities;
6. to forge links between the school and the community and across cultures.

Cross Curricular Skills

Physical Education can make significant contributions to this area. Problem solving activities play an important part in all aspects of physical education but particularly in games, gymnastics and outdoor and adventurous activities.

Physical Education gives particular attention to non verbal communication particularly through dance and this is therefore of great benefit to pupils who find difficulty in oral or written communication.

Physical Education also gives many opportunities to reinforce and practice numeracy skills through measuring, scoring, counting and record keeping activities.

Physical Education can use ICT through collecting, analysing and interpreting data to evaluate performance.

Well planned activities will enhance the personal, social and emotional development of children.

Equal Opportunities

“The game is not the thing – the child is.”

The above statement highlights the importance and requirements of equal opportunities and at this school every child should have access to and confidence in different activities regardless of ability, sex, cultural or ethnic background. Every child should be considered as an individual with their own abilities, difficulties and attitudes.

Special Educational Needs

The physical education programmes within the school have been written in such a way as to be accessible to as many pupils as possible. Therefore pupils with special educational needs should not be excluded from National Curriculum Physical Education. Those teachers who teach physical education to pupils with special educational needs will need to be informed regarding the implications of particular impairments and/or disabilities of children in their care.

Clothing

The children at the school need suitable kit for the various activities: trainers/plimsolls, tracksuits, football boots, shin pads and football shirts. It is school policy for children to wear a white T-shirt and black or royal blue shorts for all physical educational lessons. In gym and dance lessons children are usually barefooted. Girls may wear black leggings for their PE lessons. A note from parents is required if a child is to be excused from a physical educational lesson for medical reasons.

Resources/Equipment

The school has two areas for PE and Games activities – the School Hall and a Sports Hall. The Sports Hall is available for 3 days and evenings each week.

For games lessons, equipment is kept in the outdoor PE cupboard and the Pavilion. For PE lessons and gymnastics equipment is kept in the hall and sports hall store rooms.

Equipment and resources will be reviewed at regular intervals to ensure that they are appropriate to teaching the National Curriculum.

Planning and Assessment

During Key Stage 2, pupils will be taught knowledge, skills and understanding through

- dance activities
- games activities
- gymnastic activities
- swimming activities and water safety – a block in Year 4
- athletic activities
- outdoor and adventurous activities

Assessment is a continuous process and as such is an integral part of each lesson. Pupils' attainment should be recorded at intervals during Key Stage 2. In the first two weeks of the new academic year pupils will be assessed in gymnastics and basic ball skills. This information will then be used to help plan future work and for club selection. At the end of each topic pupils' attainment will be recorded – either having met, exceeded or working towards the expected standard. Pupils will receive an overall assessment at the end of the year. We will report to the parents annually and to the high schools at the end of the Key Stage.

By the end of Key Stage 2 the majority of pupils should be able to link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency, and that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.

Extra- Curricular Activities

All pupils will have the opportunity to take part in extra-curricular activities throughout the year. The more able pupils will be selected to represent the school in sports matches, and competitions. Sports clubs will run every morning from 8:00 until 8:30; there will also be clubs on offer to pupils each lunchtime. After school clubs (3.30 – 4.30) will take place each day apart from Tuesday.

Extra-curricular activities may include:

- football
- cricket
- netball
- tennis
- dodgeball
- sportshall athletics
- street dance
- tchoukball
- handball
- ultimate frisbee
- rounders
- basketball
- table tennis
- badminton
- cross country
- boccia
- kurling
- scooters

Sports days are organised during the summer term for all year groups to complete in their houses. There will also be an annual Sports For All day for all children to try something new.

This policy will be monitored and reviewed by the PE Co-ordinator on an annual basis.

Policy updated: March 2020

Staff responsible: Paul Osborne

This policy was ratified by the Governing body/Local Authority on:

Signed on behalf of the Governing Body/Local Authority: _____(signature)

_____ (printed)