

PE Policy



"For Learning that Lasts a Lifetime"

Policy on PE

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To be Reviewed:	Every five years
Next Review Date:	Term 5/6 2012, 2017, 2022 and thereafter by Learning & Development Team

Equality

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation; age or beliefs as defined within existing equalities legislation (please see 'Single Equality Scheme').

1. **Rationale**

Physical education is a unique process of learning. It educates pupils in the knowledge of the body and physical activities, the skill to use their body efficiently and effectively, the understanding of how their body moves and the importance of a healthy and fit lifestyle. The context of pupils' learning is mainly a physical one.

2. **Aims:**

- Develop pupils' physical and cognitive competence and confidence (in relation to the skills of planning, performing and evaluating movement).
- Promote physical activity within the school.
- Promote a healthy lifestyle, highlighting the benefits of making healthy choices.
- Develop pupils' positive attitudes towards physical education.
- Ensure safe practice.
- Develop problem solving skills and interpersonal skills which will have a much wider application.
- Ensure all children are supported and challenged appropriately and are able to access the PE curriculum, regardless of ability, gender, age, and background.

3. **Planning and Organisation**

Pupils will work to the National Curriculum Programmes of Study and aim to be involved in a minimum of two hours physical activity per week (including changing times). Swimming sessions account for at least one hour of pupils' required physical activity.

4. **Breadth and Balance**

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The National Curriculum programmes of study are the basis for our physical education programmes and are supported by the LCP scheme of work. Alternative resources and schemes are available from the PE Coordinator but should be used in addition to the aforementioned schemes and only as appropriate. Allowances with regards to activities will be made in order to allow for the onset of the Creative Curriculum and for the need for interpretive, imaginative, socio-cultural, aesthetic and moral and physical skills to be mastered. However, the areas of focus should, where possible, remain the same enabling appropriate breadth across the school.

At Key Stage One aims should be achieved via the focus areas of dance, gymnastics, swimming and games whilst at Key Stage Two in addition to these areas pupils will also have access to athletic activities. Outdoor and adventure activities form part of the Year Six curriculum but are also available via the annual Year Five trip to Swattenden. It is the aim of the school that Key Stage Two activities will build directly upon the work in Key Stage One.

5. **Early Years**

Reception age children have access to physical activities via the Foundation Stage Curriculum. The activities range in content but aim to enable the children to work on their fine and gross motor skills, working as a team and will often relate to other areas of their learning. Our reception class has explicit access to an outside play area where they are able to work on physical activities throughout child or teacher initiated play.

6. **Cross Curricular Links**

Cross curricular links are encouraged throughout the school and are applied with particular reference to the school's Personal, Health, Social and Emotional programme of study. Physical education further offers an added dimension to the whole school curriculum and the wider life of the school, for example in art (dance) numeracy, literacy and language skills and in helping children to achieve economic and social wellbeing.

Teachers are encouraged to engage with the pupils via extra curricular activities and the school offers a choice of PE related clubs. These activities aim to promote the positive effects of sport by allowing an extension of choice and allowing further relationships to develop between pupils and their peers and teaching staff.

The school also maintains links with the local community through the town's annual swimming gala and local football and cricket competitions.

7. Promotion of Physical Activity and Healthy Lifestyles

Pupils are made aware of the benefits of a healthy lifestyle and are taught to recognise and understand the effects of exercise on the body. They engage in a variety of physical activities during school time and in an extra-curricular capacity.

The pupils are able to participate in an annual health and well-being themed week which links with the PE curriculum. During this week the children have the opportunity to take part in charity sponsorships (Jump Rope for Life), competitions and events. In addition to this, and as part of the Dover District Partnership initiative, pupils also have an opportunity to access a wider range of physical activities through links with local schools.

Pupils are guided in understanding the importance of good teamwork skills and fair play and encouraged to exhibit such personal qualities as perseverance, self-worth, well being and humility. This in turn helps to develop positive attitudes towards their physical education.

8. Safe Practice

Teachers are kept informed of any changes to practice or legislation regarding health and safety and are aware of what constitutes as safe practice. This is demonstrated in both their planning and their lessons.

Equipment is used appropriately by both staff and pupils with children being instructed and guided in their handling and use of such equipment. Children are guided in taking responsibility for their own safety and understanding the reasons why.

Lessons follow a three step programme, beginning with a warm up and stretch, followed by a skills focus and ending with a cool down. This is standard practice throughout the school and ensures effective and safe use of the body.

The school employs swimming tutors to aid in the coaching of classes one to six during their swimming blocks and this allows teachers and tutors to differentiate more effectively regarding children's ability and confidence.

Parents, pupils and staff are informed of the correct attire for physical activities (including extra-curricular activities) with advice being provided in class booklets, which are distributed at the beginning of the school year.

Guidance regarding any area of the PE curriculum will be sought from the Baalpe publication "Safe Practice in Physical Education" which can be obtained from the PE coordinator.

9. **Differentiation and Additional Educational Needs**

When planning and selecting materials, tasks, resources and teaching styles teaching staff take into account the needs of all pupils in terms of abilities and stages of development. Children with special needs are entitled to the same level of access to physical education as their peers. Teaching staff identify and set appropriate levels of challenge for all pupils ensuring that all children are stretched to the best of their ability. Teachers may seek advice or additional support from the school AENCO if needed.

10. **Inclusion**

All pupils participate in physical education throughout the school and have equality of opportunity in respect of curriculum balance, curriculum time, extra curricular involvement and the use of resources and facilities.

Our policy is to enable all of our pupils to experience success via carefully selected groupings and consideration regarding level of challenge and use of resources. In the event that children are unable to participate fully in their PE lesson, class teachers will involve them by alternative means e.g. as referee or by writing an account of the lesson activities etc.

11. **Assessment for Learning**

Ongoing formative observation is part of the weekly routine for PE assessment and feeds into teacher's weekly plans. Summative assessment is in the form of an end of unit grid, which lists the key skills covered. This is completed by the class teacher and can be based on observations made on a weekly basis or as an evaluation of a final piece (e.g. gymnastics or dance sequence).

12. **Subject Management**

The PE coordinator is responsible for the maintenance and development of the subject within the school. He/she is responsible for assuring quality and standards in the subject by overseeing, organising and ensuring breadth of study and quality learning across the PE curriculum, acting as a consultant for colleagues and developing the subject within the school, via both internal and external links.

In addition to this the subject coordinator is also responsible for ensuring any necessary resources are made available and are of a suitable standard. This requires the monitoring of the allocated budget and the additional organisation

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of sports affiliated schemes such as those provided by supermarkets and sports foundations.