

PHYSICAL EDUCATION POLICY



Mission Statement: To love, to learn with God in our hearts

Policy revised: APRIL 2017

Review Date: APRIL 2019

Rationale

A high-quality Physical Education (PE) curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

We aim to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Objectives

The objectives, derived from the aims, will be taken from the National Curriculum and will form the basis for assessment of pupils and evaluation of the policy.

Develop competence and confidence in the skills of planning, performing and evaluating

- Know about factors which influence efficient and effective performance
- Know how to improve their own performance and that of others by engaging in the continual process of reflecting, selecting, refining, adapting and evaluating. Children should be given opportunities to talk about what they are doing.
- Practise and consolidate movement concepts and motor skills in dance, games and gymnastics. In Key Stage 2 pupils will also experience athletic activities and swimming in addition to the core programme.

Promote physical activity and a healthy lifestyle

- Understand the effects of exercise on the body
- Select and engage in regular physical activity
- Be aware of opportunities in local clubs and the community which cater for primary age children

Develop positive attitudes

- Exhibit personal qualities such as perseverance, self-worth, well-being and humility
- Understand and show appreciation of fair play and good team-work.

Ensure safe practice

- Understand the importance of routine procedures (such as warm up and cool down) and factors which affect safety i.e. how to carry and set up equipment safely

- Appreciate the principles of safe practice and take responsibility for personal safe practice

Develop problem solving skills and interpersonal skills which will have a much wider application

- Work collaboratively as individuals, pairs and members of a group in solving problems, e.g. working out the scoring system of a made up game
- Express independent opinions
- Express interest, enjoyment, motivation and enthusiasm for physical activity.

Principles of Teaching and Learning

Differentiation and Special Needs

When planning and selecting materials, tasks, resources and teaching styles, we will take into account the needs of all pupils in terms of abilities and stages of development. Pupils with special educational needs are entitled to the same access to physical education as their peers. In planning lessons coaches will identify challenge for all pupils (by the agreed key: O, □ and Δ), modifying and adapting the task and/or equipment to include the least able child and stretch the most able. Coaches will liaise with the SENCO and additional adult support will be sought if needed.

Breadth and Balance

Children in both Key Stage 1 (KS1) and Key Stage 2 (KS2) undertake two hours of PE a week. Get Set coaches teach PE in KS1 and KS2, and they follow the National Curriculum (2014) objectives. These focus on different topics per half term and incorporate activities such as dance, gymnastics, ball skills, outdoor adventurous activities, and net/wall and fielding/striking games.

PE in Reception is taught by class teachers, using the EYFS framework objectives and guidance provided by Islington Borough's Physical Education Department.

The programme will include a variety of team and individual, cooperative and competitive activities, which when taught and organised well will allow pupils to work and play together for the mutual benefit of all. Work in Key Stage 2 will build directly on work from Key Stage 1

Within the planning of schemes of work, lesson plans and individual sessions, account will be taken of the range of learning styles that are likely to be evident in any one class. Opportunities will be provided and activities selected to allow for such a variety. Teachers will address the need for creative, interpretative, imaginative, social, cultural, aesthetic, moral and physical skills to be practised and mastered.

Teachers and coaches will encourage, inspire, direct, observe, help, counsel, advise, instruct, prepare, lead, appraise, manage, control, facilitate, guide and nurture pupils' strengths and gifts.

KS2 undertake swimming as part of their PE curriculum on a termly rota, delivered by Highbury Fields Leisure Centre.

Relevance

In order to ensure relevance, activities will be selected that relate to the pupils' experience, interest, age, preferences, needs and abilities and will be related to the community in which they live.

Cross-curricular skills and links

Physical education offers an added dimension to the whole school curriculum and the wider life of the school, for example, in health education; citizenship; literacy, numeracy and language skills; and in personal and social education. The dance element of physical education will also enrich, complement and intensify experiences within the arts curriculum.

Equal opportunities

All pupils regardless of race, gender, ability, social origins or size are entitled to be included and be successful in physical education. All pupils have equality of opportunity in respect of curriculum balance, curriculum time, extracurricular involvement and use of resources and facilities.

Our policy is to enable all our pupils to experience success not failure. Sensitive and informed grouping of pupils e.g. in mentor, ability and random groups, will ensure all pupils will contribute, be actively and physically involved and be challenged appropriately. Resources are appropriate for the range of abilities.

PE Kits

Children are expected to wear a school PE kit for all lessons. Jewellery should not be worn at any time. Black trainers may be worn for outdoor PE.

Health and safety

All routine procedures relating to safe practice are agreed and will be consistently adhered to by all teachers and support staff. **Children should not go into the PE resource shed.**

It is essential that pupils are taught essential life skills to enable them to participate safely and confidently in physical activity. Pupils are expected to work in a safe manner and be aware of what this means.

All teachers will plan their work with the safety of pupils in mind. The physical education coordinator will support the teacher, Headteacher and governors to undertake a risk assessment of activities and plan INSET for teachers if needed.

Assessment recording and reporting

Opportunities for assessment will be identified during planning and pupils will receive ongoing teacher assessment. These assessments will be directly related to learning objectives and will be recorded in schemes of work. Information will be shared with pupils, teachers and parents in written and oral form.

Summative assessment will be made from these formative assessments based on how well each child is doing, using criteria found in End of Key Stage Descriptions.

Role of the subject leader

The subject manager is responsible for developing a long term curriculum plan for physical education. This is matched to the programme of study. Refer to Job Description for details.

Resourcing

Equipment is easily accessible and regularly checked and maintained. Resources are stored safely and securely. Any shortages, breakages, or damage will be reported immediately to the PE Subject Leader and taken out of use if presenting a danger.

Review

The Subject Leader will evaluate the effectiveness of the PE curriculum. Resources, teaching methods and needs should be identified and priorities for in service support and/or external review should be established.

This policy will be reviewed biennially.