



PHYSICAL EDUCATION POLICY

RATIONALE

Our children have a diverse range of play abilities, attitudes towards health and physical fitness and wide range of physical skills when they reach school. Our physical education curriculum develops, improves, extends enhances and challenges these abilities and can make a significant contribution to a child's emotional, intellectual and personal development particularly their self-esteem.

AIMS

We aim to:

- develop physical co-ordination and competence;
- promote the physical and psychological benefits of participation in aerobic activity whilst at school and throughout life;
- develop artistic and aesthetic appreciation within and through movement;
- help children develop socially through competition and co-operation between individuals and groups;
- promote positive attitudes towards health and physical fitness and an understanding of the biological aspects of the body in relation to fitness and well-being;
- provide equal opportunities for all pupils to reach their full potential, regardless of their race, gender, cultural background or physical ability;
- provide formal opportunities for children to respond to a more risky physical environment.

PRINCIPLES OF TEACHING AND LEARNING

DIFFERENTIATION

Planning for differentiation should incorporate:

1. pupil groupings; ability or mixed ability groups; or groups, paired or individual activities;
2. resources; different equipment for different levels of ability;
3. pupil activity; different group tasks, different pupil roles and responsibilities, different allocations of time and variations of pace;
4. other opportunities; extra-curricular activities.

There may be differentiation by task where pupils pursue the same parts of the curriculum through a range of different, but related tasks according to their abilities.

There may be differentiation by outcome by setting tasks which are suitable and appropriate for all the pupils starting level and allow the more able pupils to be challenged.

On no account should pupils be asked to pick teams as this can reinforce feelings of failure and inadequacy for certain pupils.

SPECIAL EDUCATIONAL NEEDS

Wherever practicable, provision will be made for pupils with special educational needs where

it affects their performance in physical education. At times it may be appropriate for a Learning Support Assistant to help with the management of a pupil, if this is the case it may be preferable for the support to be given to a group of pupils to avoid highlighting the needs of any particular child.

BREADTH AND BALANCE

It is imperative there is a balance between:

- group, paired and individual working;
- competitive and non-competitive activities;
- contact and non-contact sports;
- the development of skills and tactical understanding;
- formal and informal opportunities.

During Key Stage One pupils should be taught knowledge, skills and understanding through dance activities, games activities, gymnastic activities and swimming activities, water safety and experimental activities.

During Key Stage Two pupils should be taught knowledge, skills and understanding through dance activities, games activities, gymnastic activities, athletic activities, swimming activities and water safety, outdoor and adventurous activities and experimental activities.

OUT-OF-SCHOOL-HOURS AND INTER-SCHOOL ACTIVITIES

There is a healthy tradition in the school for out-of-school hours, after-school and lunchtime activities and inter-school activities provided by teachers and sports coaches;

These can include:

- Cross Country
- Orienteering
- Football
- Athletics
- Cricket
- Rounders
- Rugby
- Netball
- Basketball
- Tennis
- Adventurous/ informal play
- Residential trip activities
- Hockey

These activities provide opportunities for more advanced coaching and competition with children from other schools. This is a valuable part of the life of our school. All of these are voluntary, but children should be encouraged to participate where appropriate.

HEALTH AND SAFETY

All teachers are responsible for safety in their own lessons and should therefore be familiar with the procedures associated with teaching activities. It is imperative that good discipline is maintained throughout a PE lesson. If an accident occurs during a PE lesson all activity

should stop and if necessary, a responsible child sent to obtain assistance. First Aid boxes are located throughout the school, but when offsite a first aid supply must be taken with the group.. There are generic risk assessments for different aspects of PE. Any damage to apparatus should be reported to the PE coordinator. Large apparatus is checked once a year by a specialist. Pupils in Year 1 and above should be taught how to safely carry, set out and put away equipment.

DRESS

All pupils must change for PE. Changing will usually be in the classroom, however in Years 5 & 6 an area should be used to allow some degree of privacy.

Teachers are encouraged to change for PE as a model to show that appropriate clothing is needed for these activities- as per school prospectus.

For pupils the dress code is as follows:

- white tee-shirt or tee-shirt with school logo
- dark shorts.
- Daps or trainers for outside lessons.
- In addition, a sweatshirt or tracksuit in cold weather outside.
- One-piece costume for girls and swimming shorts for boys.

For safety reasons the indoor dress code must be followed. Under no circumstances should children wear tights or socked feet on apparatus as this is dangerous. Although bare-foot work is encouraged indoors there may be occasions, when for health and safety, footwear needs to be worn.

Studs, necklaces and watches should not be worn in PE lessons. Studs may be covered with tape and children should be able to do this themselves.

When football boots are worn, shin guards should also be worn unless pupils are engaged in non-competitive skills practice.

When pupils forget or lose their PE kit they should be provided with a spare kit. However, if a pupil persistently forgets their kit their parents will be contacted by the class teacher.

EQUAL OPPORTUNITIES

All pupils will be given access to the full PE curriculum, regardless of gender, race or cultural background. Although some games have traditionally been preferred by one sex, we do not wish to assume such stereotypes.

CONCLUSION

This policy statement is written in accordance with the aims of the school and has been agreed by all members of staff. It forms one part of the curricular policies of the school and should be read alongside other relevant policies. It will be reviewed at regular intervals.

Adopted: January 2020