



PE Policy

(Physical Education)

Introduction

Definition

- **Physical Education** is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in games, gymnastics, dance, athletics, outdoor activities and swimming.

This policy outlines the teaching, organisation and management of the Physical Education taught and learnt at this School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

Aims

The P.E. programme aims to ensure that all children are provided with opportunities to develop control and self-confidence, through an ability to manage themselves in a variety of situations. It also aims to encourage the children to realise the importance of an active and healthy lifestyle.

P.E. offers opportunities for children through the following objectives:

- To promote an enjoyment of physical activity and a healthy lifestyle.
- To become skilful and intelligent performers and to develop their ideas in a creative way.
- To promote positive attitudes to health, hygiene and fitness.
- To develop a knowledge of safety factors and an appreciation of the principles of safe practice.
- To develop the ability to plan a range of movement sequences, organise equipment and apparatus, and design and apply rules.
- To acquire and develop skills, respond to a variety of challenges, and perform with increasing physical competence and confidence, in a range of physical activities and contexts.
- To develop communication skills and an ability to work in close co-operation with others.
- To set targets for themselves and compete against others, individually and as team members.
- To take the initiative, lead activities and focus on improving observational skills and aspects of their own performance.
- To discover their own aptitudes and preferences for different activities.
- To understand what it takes to persevere, succeed and acknowledge others' successes.
- To encourage the use of appropriate terminology.



These objectives are met through the provision of carefully planned, differentiated activities to ensure optimum skills progression.

Equal opportunity

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Teaching PE

Teaching Time

P.E. has been timetabled according to the requirements of the Scheme of Work and it is the School’s aim that all children will spend an average of 2 hours each week on P.E/Games.

Class organization

To ensure children make progress in P.E. as they move through Key Stages 1 and 2, the skills required have been placed under four headings:

- **Acquiring and developing skills;**
- **Selecting and applying skills, tactics and compositional ideas;**
- **Evaluating and improving performance;**
- **Knowledge and understanding of fitness and health.**

Programme

A typical lesson, for PE or Games, would consist of a warm-up activity, stretching, one or two coaching activities (depending on age group and ability) a short conditioned game linked to the coaching activity, and a plenary.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Gross motor skills Outside area	Gross motor skills Outside area Dance Ball skills	Gross motor skills Ball/Beanbag skills	Gross motor skills Apparatus (carrying mats, getting fully changed)	Gross motor skills Dance Apparatus	Gross motor skills Games Ball/Beanbag skills



1	1.1 Multi-Skills	1.2 Mighty Movers (Running)	1.3 Skip to the Beat	1.4 Brilliant Ball Skills	1.5 Throwing and Catching	1.6 Active Athletics
	1.1 Boot Camp	1.2 Story Time Dance	1.3 Groovy Gymnastics	1.4 Gymfit Circuits	1.5 Cool Core (Strength)	1.6 Fitness Frenzy
2	2.1 Multi-skills	2.2 Mighty Movers (Running)	2.3 Skip to the Beat	2.4 Brilliant Ball Skills	2.5 Throwing and Catching	2.6 Active Athletics
	2.1 Boot Camp	2.2 Ugly Bug Ball Dance	2.3 Groovy Gymnastics	2.4 Gymfit Circuits	2.5 Cool Core (Strength)	2.6 Fitness Frenzy
3	3.1 Multi-skills	3.2 Mighty Movers (Running)	3.3 Skip to the Beat	3.4 Brilliant Ball Skills	3.5 Throwing and Catching	3.6 Active Athletics
	3.1 Boot Camp	3.2 African Dance	3.3 Groovy Gymnastics	3.4 Gymfit Circuits	3.5 Cool Core (Strength)	3.6 Fitness Frenzy
4	4.1 Invaders	4.2 Dynamic Dance	4.3 Gym Sequences	4.4 Striking and Fielding	4.5 Nimble Nets	4.6 Young Olympians
	4.1 Boot Camp	4.2 Mighty Movers (Boxercise)	4.3 Step to the beat	4.4 Gymfit Circuits	4.5 Cool Core (Pilates)	4.6 Fitness Frenzy
5	5.1 Invaders	5.2 Dynamic Dance	5.3 Gym Sequences	5.4 Striking and Fielding	5.5 Nimble Nets	5.6 Young Olympians
	Swimming					
6	6.1 Invaders	6.2 Dynamic Dance	6.3 Gym Sequences	6.4 Striking and Fielding	6.5 Nimble Nets	6.6 Young Olympians
	6.1 Boot Camp	6.2 Mighty Movers (Boxercise)	6.3 Step to the beat	6.4 Gym Fit Circuits	6.5 Cool Core (Pilates)	6.6 Fitness Frenzy



Out of class work and homework

P.E. lessons will provide the children with opportunities to practice and consolidate their skills and knowledge and to develop and extend their techniques and abilities. These may be extended further through out-of-class activities such as after-school clubs or trips.

Clubs on offer during the school year include Football, Cricket, Athletics. Some of the children have the opportunity to participate in Football training given by members of London football clubs (e.g. Tottenham Hotspur/West Ham United).

Homework is not normally used to support PE although pupils in sports teams and clubs may be asked to practise techniques or skill improvement exercises.

The emphasis in our teaching of PE is on allowing all children to achieve enjoyment, satisfaction and success at their own level and to develop

- control, co-ordination and mobility
- skill and confidence in a range of physical activities
- an awareness of the physical capabilities of the body
- co-operative skills.

Links between PE and other subjects

P.E. benefits from links to many subjects within the primary curriculum and, where possible, opportunities will be sought to draw experiences out of a wide range of activities, for example Orienteering can be linked with Geography, and Literacy, Music and R.E. provide many stimuli for Dance and Movement. Children will have opportunities to develop their language skills, and collaborative work will extend their PSHE and Citizenship skills. When it is appropriate, use will be made of both indoor and outdoor environments.

School and class organisation

Gifted and Talented

Pupils who are more able will be identified by the classteacher and referred to the PE Coordinator. Opportunities outside school will be identified for the child to continue development at a higher standard. Each case will be examined on an individual basis. Examples might include: referral to a Centre of Excellence/Academy/Representative feeder club for an open or closed trial (Football/Rugby). Suggesting children for county trials (Cricket/Athletics/Cross Country.) Providing a list of local clubs/organizations offering coaching at a more suitable level. (Gymnastics, Dance, Tennis, Swimming.)



Pupils with particular ability and flair for PE who work more quickly through the levels of the National Curriculum and are extended through the use of more advanced techniques. Football, Cricket and Athletics are offered as extra curricular activities which extend these pupils.

Special Educational Needs

Pupils with special needs are able to develop confidence and express their feelings in PE, as it is a subject in which success does not depend on academic ability. They include

- pupils with learning difficulties who may find opportunities to excel
- pupils with special physical needs who may need specialised resources and close monitoring. Flexible and incremental coaching techniques such as chaining and reverse chaining encourage visual and kinesthetic learning with special needs pupils whilst maintaining inclusion within the whole-class group.

Resources

The resources for PE are held centrally.

Central resources for PE are the responsibility of the Physical Education co-coordinator. They include gymnastic apparatus and equipment, games and athletics equipment, indoor and outdoor space and two playground areas.

PE equipment is kept in the designated store and equipment will be updated as funds allow. Specific equipment needs should be communicated to the PE co-coordinator. It is the responsibility of all teaching staff to ensure equipment is returned, tidily, to its proper resource base.

To maximise use of time in Physical Education:

- pupils are encouraged to change swiftly and with a minimum of fuss
- lessons are conducted in a disciplined manner
- pupils work in silence in gymnastic lessons

Links with other agencies enrich the PE curriculum. These include:

- participation in local sports leagues with other primary schools
- visits from, and liaison with, professional dancers and sports players
- liaison with LEA PE advisors

ICT

Information technology can be used in Physical Education for assessment and recording, video clip analysis, video clips of outstanding work.



Assessment

Feedback to pupils about their own progress in Physical Education is achieved through discussion between child and teacher in the context of the PE lesson.

Formative assessment is used to guide the progress of individual pupils in Physical Education. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out by teachers in the course of their teaching. Suitable tasks for assessment include

- practical tasks directly observed by the teacher
- small group discussions related to a practical task
- specific assignments for individual pupils
- individual discussions in which children are encouraged to appraise their own work and progress.

Strategies for Recording and Reporting

Records are kept of children's progress in all areas of the curriculum including PE.

Reporting to parents is done on a termly basis through target setting and annually through a written report. Reporting in Physical Education will focus on each child's: -

- control, co-ordination and mobility
- skill and confidence in a range of physical activities
- awareness of the physical capabilities of the body
- co-operative skills.

Formal summative assessment is carried out at the end of each Year through the use of teacher assessment.

Strategies for Ensuring Progress and Continuity

Use of the Rising Stars Champions PE scheme ensures that plans show progress and continuity throughout Key Stages 1 and 2.

Health and Safety

Issues in PE include the following guidelines to teachers:

- Check that equipment is safe on the particular day you use it and suitable for the activities on the day
- Ensure there is adequate supervision and that discipline is good.



- Pupils should be taught to understand the need for safe practice in physical activities and how to achieve this
- Pupils should be set only work that they are sufficiently competent to cope with.

Safe Practice

a) *Jewellery* – In line with county policy, no jewellery can be worn for PE

b) *Clothing and Footwear* - For hall based activities children are expected to wear PE Kit. Dance and Gymnastics should be undertaken in bare feet, unless children have a foot complaint when plimsolls may be worn. Warmer clothes are necessary for outdoor activities, which will continue during cold weather. Outdoor games should be undertaken in suitable trainers and must be laced correctly. For all activities, long hair should be tied back.

c) *Movement of Apparatus* - Throughout their development in P.E. children will be taught how to assemble, lift, rearrange, dismantle and store apparatus safely. Children will be taught about the appropriate use and placement of apparatus to ensure safety. When lifting and carrying apparatus children should face the way they are going in order to minimise the risk of collision. Children will be taught where to place their hands and to lift together on the leader's signal, by bending and straightening the legs and keeping their backs straight.

d) *Non-Participation* - If children are unable to participate in P.E. due to injury or illness, this should be supported by communication from parents.

e) *Staff Attire* - When taking P.E. lessons staff should be appropriately dressed and wearing suitable footwear to enable them to move freely and easily, as well as to set a good example to the children.

In planning work in PE teachers need to consider:

- age of child and appropriateness of activities
- pupils previous experience
- sufficient preparation
- pupils and teachers awareness of risks
- children taking responsibility for their own safety
- was common good practice in operation ?
- was there a foreseeable risk ?

Equal opportunities

All children are entitled to a PE curriculum that caters for their individual needs, offers equal access and opportunity and enables them to participate fully in all areas of the PE curriculum.

Extra curricular activities of a competitive nature should also have equal opportunity of access regardless of gender, provided that there are no overriding safety factors that prevent this.



Further reference should be made to the schools Equal Opportunities Policy.

Excellence in PE

is celebrated in display and performance including

- displays of dance on public occasions.
- participation in sporting competitions notably in Cricket, Netball, Football and Athletics.
- an annual Sports Day event involving all pupils.

Management of PE

Role of the coordinator

The role of the PE co-ordinator is to

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Physical Education throughout the school
- support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
- monitor progress in Physical Education and advise the headteacher on action needed
- take responsibility for the purchase and organisation of central resources for Physical Education
- keep up-to-date with developments in Physical Education and disseminate information to colleagues as appropriate.

Role of the headteacher

Lead, manage and monitor the implementation of the policy including monitoring teaching plans and the quality of teaching in PE.

Monitoring and evaluation

This policy will be reviewed on a regular basis, at least annually but also as a response to local or national initiatives.

This policy can stand alone but does take account of the following:

Teaching and learning policy

Equal opportunities policy

Assessment, record keeping and reporting policy

Health and safety policy

Swimming policy.

