

Physical Education Policy

Introduction

This policy outlines the purpose, nature and management of physical education teaching at Hayeswood First School. Hayeswood First School believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being.

Pupils will be provided with a broad and balanced physical education curriculum that intends to develop their skills and self-confidence. Progressive learning opportunities, combined with varied teaching approaches (individual, group, class and teacher-directed), provide stimulating, enjoyable and appropriately challenging learning experiences for all pupils. Activities are suitably differentiated so that all pupils will enjoy success and be motivated to further develop their potential.

We are committed to equal opportunities for all regardless of gender, ability and culture and we will ensure that all children have equal access to all areas of the physical education curriculum. Pupils are encouraged to appreciate the importance of a healthy and fit body, and we aim to lay the foundations for future health-conscious adults. We strive to promote this through the physical education curriculum, extra-curricular activities on offer and through the community links we have established.

Safety aspects and procedural rules will receive the high profile they deserve. It is the responsibility of the class teacher to ensure the safe and correct set up of equipment and to fully brief and supervise ancillary and/or parent help.

Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To improve observational skills to appreciate and evaluate their own work and the work of others. To use these observations to improve their performance.
- To develop an understanding of the effects of exercise on the body and appreciate the value of safe exercising.
- To develop the ability to work independently and with others, communicating and responding positively.
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety.

Approach

Time allocation - All children in the Foundation Stage, Year 1, 2, 3 and 4 should aim to spend at least two hours per week on high quality PE. We believe that children need to be active on a regular basis and alongside games, gymnastics and dance each class there is a range of equipment for use at playtimes.

We are committed to providing a broad, balanced curriculum which fosters progression and continuity.

In the Foundation Stage pupils will follow the EYFS Curriculum and be assessed under the area of learning for Physical Development. Pupils will be introduced to a range of activities that develop and improve co-ordination, control, awareness of space, imagination and movement. These may include some elements of dance, gymnastics and games.

All pupils will complete programmes of study based upon National Curriculum objectives. At Key Stage 1 pupils will complete programmes of study for dance, games and gymnastics and athletics. At Key Stage 2 pupils will complete programmes of study for dance, games, gymnastics athletics and outdoor and adventurous activities

Staffing and Adults Other Than Teachers (AOTTs)

Under normal circumstances the class teacher will take their own class for physical education lessons. On occasions there may be opportunities for some specialist teaching to take place. Under these circumstances, the class teacher will take a supervisory role and will continue to be responsible for the safety and care of pupils within the class. The use of adults other than teachers (AOTTs) in the PE lesson will be planned for and they should be fully briefed and monitored by the class teacher.

Professional development opportunities are provided for all staff as appropriate. This is usually in the form of coaches being bought in to work with the teachers on a unit of lessons.

All year groups will experience links to other curriculum areas.

English: following/giving instructions, oral/peer assessments, speaking and listening, and movement with drama.

Maths: shape and space, sequences, position and movement, angles, rotation and time.

ICT: capturing and recording equipment for evaluation/development of skills.

PSHE: living healthily, co-operating with others and understanding fairness and equality.

SMSC: PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves. Competitions will encourage personal excellence and focus on the 'Spirit of the Games Values' of Honesty, Teamwork, Respect, Self -Belief, Passion and Determination.

Content

All teachers are responsible for teaching Physical Education using the EYFS or National Curriculum. At Hayeswood First School we have chosen to follow a variety of schemes of work; 'RCS Athletics and Games', Val Sabin's Primary Dance and Gymnastics' activities to support teachers with their planning.

Resources

The main apparatus will be out for gymnastics lessons. Children will usually add some apparatus and put most things away.

The teacher should check the apparatus before it is used.

Pupils will be taught to handle apparatus safely and return it to its usual place.

Benches – benches will be moved by four children, one at each side, an adult may take the place of one child. Mats – mats should be carried by two to four children, one at each side.

Mats are primarily used to provide a cushioned area for floor work and to identify areas on which pupils will deliberately land feet-first when jumping from apparatus.

Health and Safety

- Children will wear suitable clothing, usually shorts and t-shirt with barefoot indoors (except for those with a verrucae) and trainers outdoors. Forgotten kit will be borrowed from school, this is kept near the first aid station.
- Jewellery will be removed at the teacher's discretion. Jewellery should be removed beforehand whenever possible.
- Pupils with long hair should wear it tied back.
- Staff should wear suitable clothing and footwear.
- Teachers need to ensure that the children are warmed up.
- Be aware of any child with a medical condition which may affect them during P.E. (e.g. asthma).
- The teacher must directly supervise and not leave the room while the children are on the apparatus.
- If an accident occurs, instruct the class to stop and sit down quietly while the teacher attends the hurt child. Another adult should be sent for.
- Accidents should be recorded in the accident book.
- Children should work in the hall quietly.

Assessment

Pupils are informally assessed within each P.E. lesson and plans are altered and adapted accordingly. Specific assessment criteria is identified on each scheme of work and teachers should note those exceeding the criteria and those who require more support at the end of each scheme. Each year a summative assessment will be made as part of each pupil's annual school report.

Special Educational Needs and Equal Opportunities

We are an inclusive school. All children, irrespective of gender, race, disability or religion will have equal access to the P.E. curriculum. Planning is differentiated to meet the specific needs of the children. For specific information regarding pupils with special educational needs or medical needs. The Role of the Subject Leader There is a subject co-ordinator for P.E. who, in liaison with the Head teacher, oversees the planning, resources, assessment and monitoring of the subject.

The co-ordinator supports and collaborates with staff to plan, resource and assess. The co-ordinator is responsible for informing staff about new developments and managing professional development.

Monitoring and Evaluation

The subject co-ordinator, in collaboration with all other staff, will monitor and evaluate the P.E. curriculum. On an annual basis staff will be audited and areas for development will be identified, these will then be transferred onto the action plan for the subject and, if deemed necessary, onto the school development plan. Other monitoring methods may be used (team teaching, observing) to assess standards achieved in P.E.

The school is committed to safeguarding and providing for the welfare of all pupils and expects its staff to share in this commitment.

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Policy Written:	November 2015
Reviewed:	February 2018
Approved by Governors:	
Next Review:	February 2020