

Curbar Primary School Policy Document



- Name of policy: **PHYSICAL EDUCATION**
- Date Approved by Governors: _____
- Signature of chair of governors / governors' committee:

- Date for next review: _____



Physical Education Policy

Introduction.

This document is a statement of the aims, principles and strategies for the teaching and learning of Physical Education at Curbar Primary School.

Physical education is essential to the development of the whole child- academic, social, emotional, spiritual and physical. It provides the foundation for a healthy lifestyle and promotes character building, cooperation and self-esteem.

“Physical education educates young people in and through the use of the body and its movement. It aims to develop physical competence so that pupils are able to move efficiently, effectively and safely and understand what they are doing. It is essentially a way of learning through action, awareness and observation.”

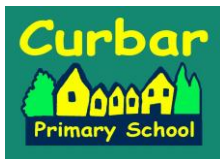
Physical education for ages 5 – 16

Aims

- To develop a range of physical skills
- To develop stamina and strength
- To express ideas in dance form
- To develop an appreciation of fair play, honest competition and good sportsmanship
- To develop an appreciation of the aesthetic qualities of movement
- To learn how to cooperate with each other and work successfully in pairs, groups and teams
- To develop physical and mental coordination, self control and confidence
- To develop self-confidence through the understanding of one’s own capabilities and limitations
- To provide opportunities for a wide experience of all six physical activities in the National Curriculum: Dance; gymnastics, games, athletics, swimming and outdoor and adventurous activities
- To motivate each child so that they retain a lifelong interest in all aspects of P.E. and recognise the importance of living and maintaining a healthy life
- These aims are consistent with our school philosophy and take account of the National Curriculum non-statutory Guidance.
- To promote healthy lifestyles

The National Curriculum divides the physical education into six areas of activity:

- i. Games
- ii. Gymnastic activities
- iii. Dance
- iv. Athletic activities
- v. Outdoor and Adventurous activities
- vi. Swimming



Physical Education Scheme of Work

The teaching of the six areas has been divided across the school to ensure continuity and progression of skills, attitudes, concepts and knowledge. There is a balance between games, dance, gymnastics and athletics each year throughout the cycle. Swimming is taught to the children throughout key stage 2. Outdoor and adventurous activities occur in Key stage two. Specialist coaching sessions are accommodated into the programme.

Strategies for the teaching of PE

When professional coaching is available for any area it is used, otherwise PE is taught by the class teacher. Training opportunities are available for all staff to update their skills.

Health and Safety

Risk assessments are carried out regularly for areas where physical activities take place.

All staff consider health and safety issues when planning and carrying out activities with the children. Children are given guidance on how to lift, carry, set up and use equipment safely.

If an accident occurs during a lesson all pupils should stop working so that attention can be given to the child. If necessary first aid will be administered to the child, or if it is a serious injury assistance will be sought. The accident will be recorded appropriately.

Inhalers should be at hand during a physical activity.

Jewellery should not be worn. Earrings should be removed or they should be covered by tape. Long hair must be tied back. When swimming, children will be asked to remove all items of jewellery.

Please also refer to the school's health and safety policy.

The Role of The PE Coordinator

The role of the PE coordinator is to

- take a lead in policy development and the production of the scheme of work designed to ensure progression and continuity throughout the school
- support colleagues in their teaching and assessing
- monitor progress and discuss with the head teacher any action that would raise standards
- take responsibility for the purchase and organisation of central resources
- to attend cluster meetings
- keep up-to-date with recent developments in PE and disseminate the information to staff
- to promote out of school sporting opportunities to the children
- to encourage competitive sporting opportunities

Resources

Outdoor games and athletics equipment is stored in the School House. It is the responsibility of all staff to help keep it tidy. Gymnastics equipment is stored in the Village Hall.

Clothing

A change of clothes is required for PE. This consists of shorts and a t-shirt for all activities, apart from outdoor activities in cold weather when a tracksuit may be worn. The children have bare feet for dance and gym unless they have a foot infection when plimsolls should be worn. Trainers should be worn for outdoor activities. Children are encouraged to borrow kit if they have forgotten theirs so that no child misses out on an activity unnecessarily. Class teachers monitor these occasions informally but can send a reminder letter home if the frequency of a child having no kit is causing concern.



No jewellery to be worn for any physical activity. Any children wearing earrings they cannot remove themselves will be advised to mask their jewellery for the safety of others. Teachers are expected to wear appropriate PE clothing whilst teaching PE.

Medical

Children are excused from PE for medical reasons with a parental note. However, they are still encouraged to participate by observing, evaluating, timing or scoring.

Aerosol deodorants must not be brought into school by children and where parents feel a roll-on deodorant is necessary, children should only apply after exercise. This is not encouraged by the school.

Equal Opportunities

The teaching of PE in our school takes consideration of our Equal Opportunities policy and inclusion. We recognise children as individuals and base our teaching upon our knowledge of their specific needs. A range of teaching methods and resources allow children with a wide range of abilities to achieve their full potential. The use of multi-cultural resources is encouraged and teachers are aware of gender issues surrounding PE.

Extra Curricular Sports Activities

From time to time these are offered for all children in key stage two (depending on the activity the lower limit may be dropped to include year two). The activities may include opportunities for netball, tag - rugby, football, cricket, multi-skills, cross-country and running.

Some activities may incur a cost where outside agencies are involved in the delivery. The teacher led clubs are run on a voluntary basis at the discretion of the organiser.

Competitive Opportunities

Where possible the school encourages all ages to take part in competitive and inter-school sport. When this takes place outside the normal school routine, pupils must have a signed permission slip from their parent/s in order to participate.

Celebrating Success

Our school celebrates team and individual performances by allowing time to report results and celebrate achievement with the whole school in celebration assembly. Certificates are presented to show appreciation of participation.

An annual sports day takes place to promote competitive and cooperative teamwork.

Strategies for Recording and Reporting

Assessment is carried out by direct observation of the children in their practical work and through discussions with them. Reporting to parents is done through Parents' evenings and through an annual written report.

Spiritual, Moral, Social and Cultural

As a school we recognise that there are opportunities to develop the spiritual, moral, social and cultural understanding of pupils through the PE curriculum. For example:

- through recognising their own exhilaration and delight in physical activities
- through gaining a sense of personal achievement at their own level including those 'Eureka' moments following endeavour
- through sharing the success of others



Inclusion, Special Educational Needs & Provision for Children with English as an Additional Language

- All teaching and non-teaching staff are responsible for ensuring that the pupils in their care, irrespective of gender, ethnicity, EAL, disability, religious beliefs, social circumstances and ability, have equal access to the whole curriculum and equal opportunity to undertake all aspects of work in P.E. in order to make the maximum progress according to their ability.

We aim to do this by:

- Taking the individual needs of children into account
- Using language which is appropriate to each child's ability
- Avoiding the negative use of written, spoken and body language
- Choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which avoid gender stereotypes
- Choosing resources which are user friendly and easily accessible to all children
- Showing in our planning how tasks are differentiated and targeted for children of differing abilities and needs
- Ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.

INCLUSION, Equal Opportunities, Differentiation and DES (Disability Equality Scheme)

We fully endorse the above statutory inclusion statement, believing that all children at CURBAR PRIMARY SCHOOL should have equal access to PE so that they may have the opportunity to progress and demonstrate achievement irrespective of ability or special educational needs. Where special educational needs are identified, teachers will endeavour to provide such pupils with appropriately challenging work at each key stage, in line with the requirements of the NC.

- Where pupils have special educational needs which are not identified as being learning difficulties, but requires other special provision(e.g. the use of technological aids in practical and written work) then we will as a school, endeavour to make appropriate provision for such children.
- It is important when planning work in PE, that the teacher pays close attention to equal opportunity in respect of gender, race and creed, English as an additional language learners, the needs of the most able children and those children with special educational

Points for consideration by teachers when planning PE are:-

- Am I promoting PE equally to both sexes?
- Is the material I am using attractive and accessible to all children – particular care should be taken when using illustrations in books and avoiding stereotyping
- Take care when planning work so that racial ethics, disabilities are given consideration, especially in work with the human body and food.
- Am I catering for the needs of the most able children and those with learning, physical difficulties? Will the work provided enable all children to feel that they are achieving and progressing?



- If there is evidence of underachievement by any group, positive corrective action must be initiated.
- Are the contents reflecting our multi – cultural society and relating to other countries.
- Any data collected from parents, pupils or staff will be feedback to the PE coordinator

Cross-curricular skills and PSHE

- A large part of any child's P.E. education will include healthy living, health related fitness and fair-play. These are themes which are regularly reinforced through the curriculum.

Evaluation

- Evaluation is carried out to enhance teaching and learning and is the responsibility of the class teacher/sports coach in conjunction with the P.E. Coordinator. The class organisation and teaching style of this policy will be subject to regular review.

This evaluation will focus on:

- Content
- Pupil's progress and influencing factors
- Teaching
- Accommodation
- Resourcing
- Organisation and teaching methods

The methods of evaluation will include:

- Assessing pupils' achievements through teacher observation
- Reviewing the scheme coverage at the end of each unit
- Analysing teacher and year group planning through regular monitoring staff discussion
- Observation and feedback of P.E. lessons
- Evaluation and review of the Policy for P.E. and the Scheme of Work for P.E. takes place ever three years.
- The P.E. coordinator considers any necessary changes or adaptation to the policy. These are then discussed and agreed by the whole staff before the policy document is amended.

This policy also links to the Child Protection, Health and Safety, Science and PSHE policies.