



PHYSICAL EDUCATION POLICY

RATIONALE

The importance of physical education: Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and a knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

AIMS

1. To develop, through the teaching of specific skills, competence and confidence in a wide range of Physical Education activities.
2. To promote physical development and, through successful and enjoyable participation in physical activities, teach children the social and recreational benefits of such activities whilst at school and throughout life.
3. To develop the ability to understand and appreciate the artistic and aesthetic quality of movement, thus enriching the powers of imagination, sensitivity and rhythm of the children.
4. To develop an appreciation of the concepts of fair play, honest competition and good sportsmanship.
5. To develop physical competence so that pupils are able to move efficiently, effectively and safely in all physical activities.
6. To develop the child's ability to work co-operatively with others, encouraging qualities such as commitment, integrity, sportsmanship, fair play, team work, tactics and enthusiasm.
7. To encourage self esteem through the acquisition of physical competence and poise, and develop self confidence and the ability to cope with success and failure in activities through understanding the capabilities and limitations of oneself and others.
8. To promote a healthy lifestyle and encourage children to participate in lifelong physical activity, and to understand the importance of exercise on the body.

9. To provide and encourage participation in extra curricular activities.

10. To promote safe practice in all sporting activities inside and outside curriculum time.

BREADTH OF STUDY

Foundation Stage and KS1- the children will participate in the following activities:- dance, gymnastics and games.

At KS2 the children will participate in the following activities:- dance, gymnastics, games, swimming activities and water safety, athletic activities and outdoor and adventurous activities (year 6 only).

There is a curriculum coverage plan which shows when the above activities are being taught.

In PE lessons, children will learn:-

- a. To be physically active and demonstrate their knowledge and understanding mainly through physical actions rather than verbal explanation.
- b. To be aware of the terminology relevant to the activities undertaken.
- c. To be engaged in activities that involve the whole body, maintain flexibility and develop strength and endurance.
- d. They learn to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.
- e. To consolidate skills through repetition and practice.
- f. To observe the conventions of fair play, honest competition, and good sporting behaviour.
- g. To cope with success and failure and be aware of the strengths and weaknesses of themselves and others. They will discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.
- h. To be aware of their own, and other children's safety.

MAIN FOCUS

FOUNDATION STAGE

To give opportunities for all children to develop their co-ordination and to practice gross motor skills; increase their understanding of how their bodies work and what they need to do to be healthy and safe.

To give opportunities for all children to explore and share their thoughts, ideas and feelings through movement and dance.

KEY STAGE 1

During Key Stage 1 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and co-ordination, and enjoy expressing and testing themselves in a variety of situations.

KEY STAGE 2

During Key Stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

HEALTH AND SAFETY

Safe practice will be adopted in all physical activities by:-

- a. Being concerned with their own and others safety.
- b. Understanding the importance of warming up and cooling down to prevent injury.
- c. Adopting good posture and the correct use of the body at all times.
- d. Lifting, carrying, placing and replacing equipment safely.
- e. A member of staff checking the apparatus and equipment before use.
- f. Wearing appropriate clothing, footwear and protection for the different activities.
- g. Responding readily to instructions and signals within established routines and follow relevant rules and codes.

Staff are required to wear appropriate footwear during indoor and outdoor PE lessons.

No jewellery is to be worn during PE lessons. Parents have been reminded (by letter) what our policy clearly states.

All large equipment is checked on an annual basis by a qualified firm of inspectors. Repairs are made as necessary. Staff are asked to report any item of equipment which is considered

to be unsafe for use. Such equipment will be withdrawn until a suitable repair or replacement is made.

SPECIAL NEEDS

Through suitable differentiation in the nature of tasks, teachers will ensure that PE is accessible to all pupils. It is recognised that PE, as a means of self expression, can play an important part in developing positive attitudes and providing a sense of achievement which can raise self esteem and so benefit other areas of learning. Although differentiation will often be by outcome, there will be occasions when differentiation by task is appropriate for pupils with particular learning difficulties or physical disabilities. Where children have disabilities, the school recognises the need to support these children through their IEP's.

EQUAL OPPORTUNITIES

The school aims to provide equal opportunities for all children, regardless of gender, ethnic origin or ability, in lesson time and extra-curricular activities.

EXTRA-CURRICULAR ACTIVITIES

Pupils are encouraged to attend a wide variety of summer and winter sports - the emphasis is to provide opportunities for all pupils.

Through extra-curricular clubs, pupils discover their aptitudes, abilities and preferences and make choices about how to get involved in lifelong physical activities.

The extra-curricular plan at the end of the policy gives more details about the clubs.

OUTDOOR AND ADVENTUROUS ACTIVITIES

All Year 6 pupils have an annual opportunity to participate in outdoor and adventurous activities at Bewerley Park for 5 days. They participate in outdoor activity challenges, use a range of orienteering and problem solving skills, and work with others to meet the challenges. Parents/carers are encouraged to contribute the cost involved in participating in this visit. The Governing Body encourages a 100% participation policy and has set aside funds to support this aim.

SWIMMING

All pupils in KS2 go swimming at various times during the school year (see curriculum plan). The 'Friends' Association' and parents contribute towards the cost of swimming.

ASSESSMENT

Assessment is carried out at the end of the Foundation Stage, the end of KS1 and 2 using the level descriptors. This information is recorded on Profile Map Sheet 2 for the Foundation

Stage. It is recorded on the relevant assessment sheets for KS1 and KS2. This information is reported and shared with parents on an annual basis.

CROSS CURRICULAR LINKS

When planning the short term teaching programme, teachers are asked to include references to links with other areas of the curriculum. PE provides opportunities to promote:

- Spiritual Development
Helping pupils to gain a sense of achievement and develop positive images towards themselves
- Moral Development
Helping children to gain a sense of fair play, develop positive sporting behaviour, how to conduct themselves in sporting competitions and accept the authority and decisions made by referees
- Social Development
Helping pupils develop social skills through involvement in activities which promote teamwork, collaboration, responsibility, commitment and loyalty.
- Cultural Development
Helping pupils to experience the significance of the activities which they take part in.
- Communication
Involving pupils in activities, which promote the use of verbal and non-verbal communication, providing feedback to others, planning and organising groups, giving and receiving instructions and signals within a game, using gesture in dance and responding to music and other sounds in dance.
- Application of Number
Involving pupils in measuring and calculating distances, speed, heart beats etc. and using measuring equipment; using grid references and bearings in outdoor and adventurous activities.
- IT
Collecting data, analysing it and setting improvement targets, e.g. in running and jumping. Videos could also be used to evaluate performance in dance.
- Science
Learning how the skeleton and muscles support and protect the body.
Understanding the importance of exercise for good health.
Learning about the effect of exercise and rest on pulse rate.

Links with other subjects include Music and Geography

VISITORS / COACHES

Coaches from different sports are encouraged to get involved with the children in curriculum and extra curricular activities.

The school has regular visits from football and cricket coaches.

LIAISON

We liaise with the Head of PE at Thirsk School and year 6 pupils visit Thirsk School every summer term to participate in athletics and games activities.

PLANNING

The PE co-ordinator is responsible, in discussion with members of staff, for developing long and medium term plans for the school. These follow the *Programmes of Study* as laid out in the National Curriculum Handbook (2000) and the *Early Learning Goals* identified for the Foundation Stage. These are reviewed on an annual basis (see Appendix).

Staff are responsible for producing short term plans, which relate to weekly activities for pupils.

MONITORING

The PE co-ordinator is responsible for reviewing the long and medium term planning and or informing staff of any changes to be made. The co-ordinator is also released to monitor the quality of teaching and learning as part of the school's monitoring plan. Lessons in each key stage are observed, planning inspected and interviews are held with members of staff. The Head Teacher is informed of developments and changes are included in the school development plan.

RESOURCES

The school benefits from having a large field and a hard outdoor play surface. The field is marked with a "Junior" football pitch during the Autumn and Spring terms and during the Summer term it is additionally marked with rounders pitches and an athletics track. The playground is marked with two netball courts and a set of grids. All PE and games equipment is stored in the main hall storeroom. The hall itself is fitted with two sets of wall bars. Large gymnastic equipment (benches, boxes and mats) are stored around the hall for ease of access and storage. Early Years have their own outdoor equipment which is stored in their outside store.

PE is provided with an annual contribution from the Governing Body. The PE Co-ordinator is responsible for ordering, receiving and storing such equipment, and liaises with office staff for the administration of this account. An end of year balance may be transferred to the next year on agreement with the Headteacher.

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