



Physical Education Policy

Date of review: Spring 2018	Date of next review: Spring 2020
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Introduction

This policy defines the meaning of P.E. within the context of Furzeham Primary School and clearly sets out the aims and objectives of the P.E. programme and how it will contribute to the overall development of the children at this school. The policy also provides the foundation for future decision making, in terms of the planning and development of high quality P.E. as it reflects the whole school development plan.

This policy document aims to reflect the philosophy of our school in relation to the teaching and learning of high quality P.E. It provides a basic framework through which all staff, teaching and non-teaching, can approach P.E. and gives guidance in areas such as curriculum content, planning and evaluating and Health and Safety.

This policy is to be used in conjunction with the schemes of work for P.E. and identifies the areas of the curriculum that will be covered and by which year group. It is intended that this policy in conjunction with the Health and Safety Policy and the schemes of work and advisory documents will form the basis for the teaching of P.E. at Furzeham Primary School. Our aim is to provide two hours of carefully planned high quality PE and School Sport as recommended by the government.

All of the above will be done in conjunction with a specialist sports provider, currently Premier Sports, who deliver professional development for teaching staff and offer support to plan lessons and assess pupils' progress. They also provide active lunchtimes and after school clubs.

Mission Statement

At Furzeham Primary School we aim to inspire our pupils by delivering two hours of high quality PE and sports teaching each week in an environment that is fun and inclusive of all pupils, irrespective of age, gender, race, religion or ability.

Aims

Through PE the school aims that pupils:-

- develop competence and self-confidence to excel in a broad range of physical activities and reach their full potential
- are physically active for sustained periods of time
- engage in competitive sports and exciting, challenging and diverse but safe activities
- are inspired to lead healthy, active lives for the rest of their lives

Teaching and Learning Styles

We use a variety of teaching and learning styles in PE lessons with the principal intention of developing the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:-

- 1) setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint

- 2) setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump
- 3) grouping children by ability and setting different tasks for each group, e.g. different games
- 4) providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment

PE Curriculum Planning

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required in Key Stage 1, we teach REAL PE, dance, games and gymnastics'. In Key Stage 2 we teach REAL PE, dance, games and gymnastics, swimming and water safety, athletics and outdoor and adventurous activities.

The curriculum planning for PE is carried out in three phases (long-term, medium-term and short-term).

1. The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.
2. The medium-term plans, adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.
3. Class teachers complete a short term plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the PE activities so that they build upon the prior learning of the children. Whilst there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

We encourage the physical development of our children in the Reception (F2) class as an integral part of their daily learning and refer to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Contribution of P.E. to teaching in other curriculum areas

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

Information and Communication Technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

Personal, Social and Health Education (PSHE) and Citizenship

PE contributes to the teaching of PSHE and Citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. They learn to get along with each other even in competitive situations and build the foundations for future life.

Spiritual, Moral, Social and Cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons and in competitive situations. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them

to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other. Pride and satisfaction in themselves and their school and a sense of belonging and common purpose is fostered. The highest standard of behaviour and sportsmanship is expected at all times.

Inclusion

Furzeham Primary School is committed to inclusion for all children. The teaching of PE reflects this commitment to all pupils regardless of gender, colour, religion, ability or disability in accordance with the whole-school inclusion policy. However as Physical Education is by definition active, and some of the activities in PE have attached risks, there are occasions where inclusion is not appropriate for the safety and enjoyment of all participants.

Inclusion in PE means:

- 1) Standard activities and expectations as planned for most children.
- 2) Adapted activities, resources and expectations in line with individual pupils' needs where appropriate.
- 3) Different activities planned in line with individual pupils' needs where appropriate.

Assessment and Recording

Teachers assess children's work in PE by observing them during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information in their assessment files and use the information to plan for each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Equipment and Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and Furzeham Green playing field for games and athletics activities and the local swimming pool for swimming lessons.

All moving of PE equipment must be carried out under adult supervision.

Children must be shown how to handle all PE equipment safely: setting up and putting away the large apparatus in the hall including ropes, moving PE mats and vaults.

PE mats – Must be carried with 1 child at each corner.

Benches – must be carried with 1 child at each end.

Horses – must be carried with 1 child at each corner.

Vaults – must be carried with 1 child at each end.

Large apparatus – must be carried under adult supervision and must be checked by the adult.

All children must be prepared and ready for P.E sessions. This means that every child must have the correct P.E kit in school at all times:-

- 1) A named PE bag which will remain in school.
- 2) Indoor PE kit - black shorts and a plain white T shirt, so that children are suitably dressed for PE and ready to attend events or festivals at all times, also named.
- 3) Outdoor PE kit- a warm fleece or top and jogging bottoms (preferably black) and suitable outdoor PE shoes not their normal school shoes (trainers/pumps or similar). A suitable hat if the weather is hot.
- 4) FOR KS2 ONLY Swimming kit on swimming days- One piece swimsuit or trunks, a towel, swim hat (optional), swim aids in discussion with the class teacher, goggles.
- 5) Specialist items may be brought to school for specific activities as notified by the teacher such as shin pads etc.

- 6) With the exception of pierced earrings, children must not wear any jewellery to school (rings, bracelets, necklaces), but especially not on PE days and if worn will be removed and kept by the child until the end of the session. If for religious reasons jewellery is worn, parents will need to sign a consent form. Earrings if worn must either be removed or covered with medical tape to prevent accidents during the lesson. The kind of earrings that have a protruding conical back are dangerous and banned at all times.
- 7) Long hair must be tied back.

Health and Safety

Introduction

The effective management of safety for Furzeham Primary School has four main components:

- 1) Risk Assessment and planning before a lesson.
- 2) Organisation of routines during and between lessons to include:
 - a. the use of appropriate kit
 - b. checking PE equipment before use
 - c. checking PE areas are free from sharp objects, dog mess (if outside) or any other potential hazard.
 - d. storage and safe location of equipment
 - e. reporting accidents
- 3) Control to include:
 - a. where to find safety information
 - b. regular safety checks
- 4) Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

Risk assessment and planning before a lesson

All staff are required to familiarise themselves with the Health and Safety policies of the school (copy in staff shared area). Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need for practical activity. Risk assessments are carried out in accordance with the school's Health and Safety policy.

Before a lesson starts staff should:

- 1) have procured any necessary safety equipment and undertaken any specific safety measures
- 2) know how and when to use any particular facilities and equipment
- 3) have identified the quantity and condition of the equipment to be used by pupils
- 4)

In identifying risk staff should:

- 1) identify hazards
- 2) identify cause and effect
- 3) examine working methods
- 4) investigate safety literature for advice
- 5) remove hazards where possible

In case of emergency staff should:

- 1) be familiar with evacuation procedures in case of fire or other emergency
- 2) know the location of, and when and how to use, firefighting equipment
- 3) know the location and identity of members of staff trained in First Aid

Control

Teachers should be aware of:

- where to find information
- school Health and Safety policy and where to find it

- the procedures for reporting accidents, particularly those that constitute an emergency
- the school's behaviour, physical restraint and discipline policies

Other

- PE Equipment is annually checked by appropriate agencies.
- Several members of staff are First Aid qualified

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

Extra-Curricular Activities

The school provides a wide range of PE-related activities including netball, football, rugby and dance for children at the end of the school day through Premier Sports. These encourage children to further develop their skills in a range of the activity areas. Premier Sports send details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates in area knockout competitions, as well as festivals organised by the Brixham and Churston School Sports Partnership. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.