



Physical Education Policy

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Subject Leader: S. Russell

Physical Education Policy

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

The importance of physical education to the curriculum

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 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 how to make choices about getting involved in lifelong physical activity.

Aims

The School's aims for Physical Education are:

- 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 **[acquiring and developing]**.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas **[selecting and applying]**.
- To improve observation skills and the ability to describe and make simple judgements on their own work and others work, and to use their observations and judgements to improve performance **[improving and evaluating]**.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising, and the need to sustain this throughout life **[knowledge and understanding of fitness and health]**.
- To develop the ability to work independently and communicate with and respond positively towards others, whilst making a positive contribution to their own and others' learning. **[working alone and with others]**.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being. **[applying safety principles]**.

Expectations

By the end of the **Foundation Stage**, the majority of the pupils should achieve the Early Learning Goals of Moving and Handling and Health and Self Care for Physical Development.

By the end of **Key Stage 1**, the performance of the majority of the pupils should be At the Expected Standard.

Entitlement and curriculum provision

The school follows the progressive schemes of work provided by the Val Sabin scheme of work in Gymnastics and Games and the Slanted Dance curriculum for Dance. Teachers are expected to evaluate individual lessons to inform future planning and differentiation.

In the **Early Years Foundation Stage**, Physical Development is an integral part of the whole curriculum and opportunities for development in this area are available daily, both indoors and outside. In addition, structured Physical Education is also planned and children take part in fifteen minutes continuous travelling through the Daily Mile twice weekly.

The school provides all **Key Stage 1** pupils with the full entitlement of two hours high quality Physical Education a week. This is delivered through two structured afternoon sessions per week. Further opportunities for active, physical learning are regularly incorporated into other areas of the curriculum as appropriate including at least twice weekly sessions of fifteen minutes continuous travelling through the Daily Mile.

Cluster and other team sporting events will be attended throughout the year as appropriate as a part of the wider school sporting curriculum.

Teaching and Learning

- The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively.
- Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges.
- They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.
- The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

Equal Opportunities and Inclusion

- Every pupil has equal access to National Curriculum Physical Education.
- Learning experiences are differentiated in such a way to meet the needs of all pupils.
- The school will take care to ensure potential barriers to any group, such as gender stereotypes will be removed.

- All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Differentiation

Physical Education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges.
- Respond to pupils' diverse learning needs.
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches to alternative or adapted activities.

Any classroom support provided must extend into Physical Education lessons as appropriate. Adults working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

Equipment and resources

Resources are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning. The children should be encouraged to:

- Look after resources.
- Use different resources to promote learning.
- Return resources tidily and to the correct place (staff should oversee).
- Be told of any safety procedures relating to the carrying or handling of resources.

Resources are kept in the hall and P.E cupboard.

Safe Practice

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows "Safe Practice: in Physical Education, School Sport and Physical Activity 2016". A copy of this manual is located in the staffroom. The PE Subject Leader will provide all staff teaching PE with the appropriate guidance and access to the risk assessments.

All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Staff who lack confidence in teaching areas of activities will be supported by access to CPD training either in school or on appropriate courses delivered by approved County staff.

Clothing

Clothing should be fit for purpose;

- indoor clothing should be light and allow for freedom of movement, but should not be baggy or loose
- outdoor clothing should also allow freedom of movement but provide insulation in case of colder weather

A school PE uniform is available for purchase and is strongly recommended for all pupils. Details as outlined in the school prospectus and clarified to all new families are:

Indoor (Girls and Boys)	White round neck t-shirt (plain or logo) Black or navy shorts
Outdoor (Girls and Boys)	White round neck t-shirt (plain or logo) Navy hooded sweatshirt (logo) or school sweatshirt or cardigan Black or navy jogging bottoms

Staff will dress appropriately, including footwear, and teaching staff will change into suitable PE kit.

Children will not be excluded from PE for not having the correct kit, the school holds some spare items of clothing but not spare footwear. If the child's footwear is not suitable for the outdoor activity i.e. it is not safe or fit for purpose, that child may not be able to participate in the full lesson and will take part as an observer, if this is the case a note will be sent home with the child on the same day.

Footwear

Dance and Gymnastics will be performed in barefoot.

Footwear for Games will be trainers. These must be well-fitted and suitable for PE, so that they protect the ankles and give adequate support. The child must be able to correctly and safely fasten the trainer, ie Velcro fastenings.

We recommend plimsolls for walking between the classroom and hall however, they are not suitable footwear for wearing during the PE lesson either indoor or outdoors. It is suggested that should parents prefer not to supply plimsolls for this purpose then trainers must be in the PE kits at all times.

Personal effects

At Spixworth Infant School we have a duty of care to ensure that all children are able to participate in Physical Activities without unnecessarily endangering themselves or those around them. As such, we strongly recommend that all personal effects including jewellery, religious artefacts, watches, hair slides and glasses should ideally be removed to provide a safe working environment.

Medical bracelets – provide a low risk as they are often made from a soft material with Velcro fastenings, however, parents are to take responsibility to ensure there are no hard or sharp edges that could cause injury.

Glasses – glasses should be removed if not required for PE.

Long hair – must be secured back with a soft hair tie to prevent entanglement in equipment or apparatus and to prevent vision being obscured.

Religious artefacts – should be removed or made safe.

Watches and jewellery – must be removed.

Earrings – We strongly recommend that earrings are removed for PE, if this is not possible then we recommend they be taped front and back sufficiently to prevent the ear stud penetrating the bone behind the ear. Staff are not required to remove or tape earrings for the children, however where taping is used we reserve the right to check that the taping is sufficient to protect the child and if not staff will ask them to re-apply the tape to an accepted safety standard. If earrings are not removed or taped then we suggest a retainer be used instead. It is advised that on PE days parents remove or tape earring before the child comes to school.

Wet Weather Policy

When outdoor games are scheduled and the weather is unsuitable then a suitably modified version of the lesson will take place in the hall whenever possible. If the hall is unavailable then we will endeavour to carry out a PE based lesson in the classroom, discussing the benefits of regular exercise, healthy eating, different types of exercise e.g. fine motor skills, hand-eye coordination skills etc.

Staff Continued Professional Development

All staff should take part in Professional Development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either Subject Leader or the PE Advisor through INSET. All staff who attend any CPD course must provide feedback/disseminate the information.

Extension and Extra-Curricular Activities

The school offers a range of lunch time and after school activities. These are open to any pupil in the relevant year group. Multiskills activities are set up at lunchtimes and activities are available at breaktimes. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible.

Review

This policy will be reviewed annually in line with the school's policy review programme. The Subject Leader is responsible for reporting to the Governors' curriculum committee about the quality of its implementation and its impact on standards. In light of this, policy amendments may be made.