

# Physical Education Policy 2019

## Keelham Primary School



Approved by:

Date:

Last reviewed  
on:

Next review due  
by:

# Keelham Primary School

## Physical Education Policy

### Mission Statement of Keelham Primary School

Children at Keelham can expect exciting, enjoyable and high quality learning opportunities.

Staff members treat every child as an individual with their own needs.

Parents and Governors of Keelham support and encourage the development of the school within the community.

Everybody within school is a learner and can reach their full potential.

Everybody feels valued and knows their voice will be heard.

### Aims of PE teaching

- Develop physical co-ordination and competence
- Promote the physical and psychological benefits of participation in aerobic activity for school and adult life
- Develop artistic and aesthetic appreciation within and through movement
- Help children to develop socially through competition and co-operation between individuals and groups
- Observe the conventions of fair play, honest competition and good sporting behaviour as team members, individuals and spectators
- Promote positive attitudes towards health and physical fitness and an understanding of the biological aspects of the body in relation to fitness and well-being
- Provide equal opportunity for all pupils to reach their full potential, regardless of ethnicity, gender, cultural background or physical disability

### Organisation of PE:

Teachers through the age range will need to plan appropriate tasks for their pupils using a variety of teaching styles and strategies to enable a broad Physical Education provision. There needs to be a balance between:

- Grouped, paired and individual working
- Competitive and co-operative activities
- Non-contact sports and games
- The development of skills and tactical understanding.

The progression of key skills contains full details of the learning stages of PE and links with the National Curriculum Programmes of Study for the Primary Years. Children should have access to at least 2 hours of PE each week. This will include the use of ACTIV8 throughout all classes and the provision through Youth Sports development support during PPA time.

**Key Stage 1:** Games, Gymnastics, Dance

**Key Stage 2:** Games, Gymnastics, Dance, Athletics, Swimming, Outdoor and Adventurous Activities.

## **Planning**

- Lessons should always begin with a warm up and stretch activity.
- The main or developmental activity should begin with clear learning objectives for the lesson being shared with the pupils and reflect the anticipated learning outcomes as outlined in the Key skills , leading to paired, grouped or individual activity.
- Each lesson should have an opportunity for a cool down which would involve light stretching, mobility exercises and a general calming period ready for the next lesson.

Differentiation should be integrated into the lesson, either:

- By task, through a range of related activities according to ability
- By outcome, allowing challenge for the more able
- By level of support, via teacher, support staff

Team selection should always be the teachers' task, never that of the pupils. This can reinforce failure/inadequacy and low self-esteem.

## **Assessment**

Direct observation is the best way to assess pupils' progress and development in PE.

Criteria for ongoing assessment include:-

- Accuracy
- Efficiency
- Adaptability
- Ability to do more than one thing at a time
- Teamwork
- Agility
- Stamina to sustain participation
- Imaginative performance

End of Key Stage statements provide the framework for assessment.

## **Foundation Stage Physical Development Policy**

### Organisation

Children in the Foundation Stage work on their physical development everyday both inside the classroom and outdoors.

Adult led, independent and child initiated learning opportunities are planned from the Early Years Foundation Stage Curriculum and cover the different aspects of the Physical Development area of learning:

1. Movement and handling
2. Health and Self-Care

Activities may include; moving to music, group games involving travelling in different directions and stopping, games involving rules and sharing, encouraging children to make healthy lifestyle choices, making and eating food that can form part of a healthy diet, promoting good hygiene, controlling wheeled toys, using climbing equipment, kicking, throwing and catching big and small balls, painting, modelling with malleable materials, threading and much more.

#### Pupil recording and assessments

Staff make regular incidental, participant and focused observations recording significant steps in the children's progress. These are kept in the children's individual progress profiles and used to inform the termly assessments. FS1 assessments are recorded though Early Essence.

#### Dress

Children in the Foundation Stage will not change their clothes to take part in physical activities although they must be provided with suitable clothing and footwear that allows them to run, climb, scramble and jump freely and safely. We endeavour to work outdoors in all weather and so other items such as waterproof clothing, gloves, wellies and sunhats should be provided when required.

We are a partner to Youth Sports Development and use opportunities to provide after school clubs and lunch time sports coaching available to all children. The provision should include an aspect to suit all tastes, and age ranges, even if some of the provision is only for a short period over the year.

Activities include:-

- Football
- Rugby
- Cricket
- Cross country

#### **School Representatives**

Only pupils in Year 6 are allowed by law to participate in 11-a-side or full sided games such as football on a competitive level.

Participation in representative matches or tournaments should be seen as an honour and a reward for excellence and or effort and commitment.

#### **Special Educational Needs**

- Where practicable provision will be made for pupils with special educational needs where it affects their performance in PE. They may have sensory or physical difficulties, cognitive limitations and/or emotional and behavioural disorders.

## **Health and Safety**

All teachers are responsible for health and safety in their own lessons, and should be familiar with the procedures associated with each teaching activity.

It is essential that good discipline is maintained throughout PE lessons. Pupils should:

- Always be aware of behavioural expectations and the consequences of not fulfilling them.
- Change quickly and quietly in the classroom/hall in readiness to work
- Always keep the noise levels low

These guidelines should be read in conjunction with the school Health and Safety policy.

## **Jewellery**

Jewellery and watches should be removed for PE. If stud earrings cannot be removed for PE, school can provide a medical tape to cover/protect the area. All earrings must be removed for swimming.

## **Dress**

Indoor

White T shirt

Black shorts

Black trainers

Outdoor

White T shirt

Black shorts

Navy tracksuit/jogging bottoms  
dark coloured trainers

## **Swimming**

Year 5 have access to swimming lessons in the autumn and spring term.

Boys – trunks or swimming shorts, towel

Girls – one piece swimming costume, towel, and hair tied back or swimming cap

A carrier bag or waterproof bag.

During indoor PE dance and gymnastics can be performed barefoot.

If pupils represent school on a competitive basis in hockey or soccer then shin guards should be worn.

When pupils forget kit, the child will not be able to participate. Such pupils will be provided with PE theory work to complete.

## **Teachers' Dress Code**

All staff are required to change before the lesson into appropriate footwear. Appropriate clothing will be required for outdoor PE. .

## **Equal Opportunities**

All pupils will be given access to the full PE curriculum regardless of gender, race, cultural or financial background in agreement with the school's policy on inclusion

## **Monitoring**

The PE Co-ordinator in partnership with the Head Teacher is responsible for the monitoring, evaluation and implementation of the PE Curriculum and the management of PE resources.

D Butler /Pam Croft ( PE Co-ordinator)

This policy was agreed in November 2019

It will be subject to further review in November 2021

<b>Reviewed on</b>	<b>By</b>