

# St. Mary's C of E Primary School, Westbury



## Physical Education Policy

As a C of E school, we want to ensure each policy reflects the Christian Ethos which affects the very core of our school. We consider the importance of including, supporting and encouraging each child to reach their potential within an environment of acceptance and respect as the key aspects of what our school represents. It encompasses our school motto of Achievement, Creativity and Equality with the intention of providing opportunities for each child to know their value as an individual in every area of school life; preparing them for the future. This is the aim of each member of staff with the full support of the governing body.

Physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations.

The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

### Aims

We aim to enable children to become physically educated by giving them the opportunity to:

- To develop physical and cognitive skills through a range of relevant movement based activities.
- To promote physical activity and a healthy lifestyle;
- To develop positive attitudes towards the subject in school.
- To ensure and promote safe, sensible practice.
- To promote effective co-operation.
- To develop an ability to plan a range of movement sequences, organise and use equipment.
- To develop a sense of fair play and sportsmanship.
- To provide two hours of high quality Physical Education. Here, at St Mary's, this is averaged out over the year.

### Objectives

- Engage in regular physical activity
- Children will participate in a range of psycho-motor / movement activities in order to develop personal physical skills.
- Children will be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement.
- Children will be made aware of simple physiological changes that occur to their bodies during exercise.
- Children will be given opportunities to develop imagination and co-operation.
- Children will be given opportunities to work collaboratively to achieve shared.

- Children will be given opportunities to reflect, refine, adapt and evaluate their performance.
- Be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged. (Problem solving)
- Be given the opportunity to develop areas of activity of their choice in extra-curricular time.

## **Principles of teaching and learning**

### **Equal opportunities**

All pupils regardless of race gender, ability, social origins or size are entitled to be included and be successful in physical education. All pupils have equality of opportunity in respect of curriculum balance, curriculum time, extra curricular involvement and use of resources and facilities.

Our policy is to enable all our pupils to experience success, not failure. Sensitive and informed grouping of pupils, e.g. in mentor, ability and random groups, will ensure all pupils will contribute, be actively and physically involved and be challenged appropriately. Resources are appropriate for the range of abilities.

### **Differentiation and SEN**

When planning and selecting materials, tasks, resources and teaching styles we will take into account the needs of all pupils in terms of abilities and stages of development. Pupils with special educational needs will be entitled to the same access to physical education as their peers. In planning lessons teachers will identify challenge for all pupils, modifying and adapting the task and/or equipment to include the least able child and stretch the most able. Teachers will liaise with the SENCO and additional adult support will be sought if needed.

### **Breadth and balance**

The National Curriculum physical education orders will be the basis of our physical education programme. In the EYFS and Key Stage 1 aims will be achieved through dance, games and gymnastic activities. At Key Stage 2 the core programme of dance, games and gymnastic activities will continue on a regular, linear basis with the additional programme of athletic activities at points during the key stage.

The P.E sessions will include a variety of team and individual, co-operative and competitive activities, which when taught and organised well, will allow pupils to work and play together for the mutual benefit of all.

Within the planning of schemes of work, lesson plans and individual sessions; account will be taken of the range of learning styles that are likely to be evident in any one class. Opportunities will be provided and activities selected to allow for such a variety. Teachers will address the need for creative, interpretative, imaginative, social, cultural, aesthetic, moral and physical skills to be practised and mastered.

Teachers will encourage, inspire, direct, observe, help, counsel, advise, instruct, prepare, lead appraise, manage, control, facilitate, guide and nurture pupils' strengths and gifts.

### **EYFS**

We encourage the physical development of children in the EYFS as an integral part of their work. In addition to this fine motor skills are constantly being developed through the range of activities provided in the classroom. The children also benefit from the outdoor play area and equipment and a selection of P.E. equipment to help develop their gross motor skills, coordination and control. The children are given opportunities to explore and manipulate a range of P.E. equipment in their own ways to build the confidence to participate.

### **Cross-curricular skills and links**

Physical education offers an added dimension to the whole school curriculum and the wider life of the school, for example, in health education; citizenship; literacy, Numeracy and language skills; and in personal and social education. The dance element of physical education will also enrich, complement and intensify experiences within the arts curriculum.

In addition allocated curriculum time children, throughout the EYFS and Key Stage 1 & 2, benefit from additional P.E. related events such as sports days/weeks, festivals and after school clubs. Children have many opportunities to compete within school and against children from other schools. The aim is to involve all children in all activities and challenges allowing both individual and group success with the overall target being enjoyment and celebration of personal achievement. Outside agencies and professional sports coaches are welcomed into the school to work with children both in curriculum time and after school. Years 5/6 will have the opportunity to experience a yearly residential, which will be predominately active.

## Non Participation

On occasion pupils may be unable to participate in a physical education lesson. A note should be taken of this whether it is medical or no suitable kit and recorded. A note from their parent must be shown for a child to be excused from a lesson. The pupil will have to either make observations of the lesson or record these in writing or can be sent to another member of staff with work to do.

## Assessment recording and Monitoring

Opportunities for assessment will be identified during planning and pupils will receive ongoing teacher assessment. These assessments will be directly related to learning objectives and information will be shared with pupils, teachers and parents in written and oral form.

## Health and safety

All routine procedures relating to safe practice are agreed and will be consistently adhered to by all teachers and support staff.

It is essential that pupils are taught essential life skills to enable them to participate safely and confidently in physical activity. Pupils are expected to work in a safe manner and be aware of what this means.

All teachers will plan their work with the safety of pupils in mind. The physical education coordinator will support the teacher, Head teacher and governors to undertake a risk assessment of activities and plan INSET for teachers if needed. Children should remove ear rings unless there is a good reason for them to be kept in. If this is the case they must be covered with plasters which the parents should provide from home. Hair below the shoulders must be tied back.

## Management and administration

The PE co-ordinator leads the maintenance and development of the subject.

He/she is responsible for assuring quality and standards in the subject by:

- taking the lead in the development, evaluation and amendment of schemes of work as and when necessary; -
- acting as a consultant to colleagues on resources, curriculum changes, teaching ideas;
- Monitoring and evaluating teacher's planning and teaching.

## Resourcing

Resources are centrally stored. All staff are expected to access them to support their teaching. They are responsible to the co-ordinator for their correct and orderly return.

## Uniform

Indoor PE children are expected to wear red shorts, a white polo shirt and plimsolls. Outdoor PE children are expected to wear tracksuits or fleece and trainers that are not worn as part of their school uniform.

## Review

The outcomes of monitoring and evaluation will prioritise the needs for renewing or adding to resources and meeting staff's identified personal development and training needs.

Monitoring and evaluation done by the senior management and co-ordinator, in line with the school development plan, inform curriculum and resource development and staff support.

National changes will be taken into account, matched with whole school priorities.

This policy was written/ reviewed in: January 2015

Signed by Chair of Governors: \_\_\_\_\_

This policy is due for review in: January 2017

Signed by Head Teacher: \_\_\_\_\_