



Policy for Physical Education

Introduction

This policy document is a statement of the aims, principles and strategies for the learning and teaching of Physical Education. It was developed through a process of consultation between the Headteacher, class teachers and governors, in relation to existing school policies, and national and LEA guidelines and curriculum orders.

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 an understanding of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals or as part of groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

All children must participate in a minimum of 2 hours Physical Education within the curriculum. Absence from sessions must be accompanied by a letter from parents. In some cases, teachers may request proof of illness in the form of a doctor's note.

Physical Education is delivered in accordance with the principles stated in our Learning and Teaching and Marking policies, supported by our Behaviour and Discipline Policy and our Health and Safety Policy. We hold the professional judgement of teachers and Sports Coaches, as an essential feature in the delivery of Physical Education in our school.

Aims

- ❖ Pupils should learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities.
- ❖ They should learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.
- ❖ Pupils should discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.
- ❖ To confidently swim 25 metres unaided.



Planning

There is a strong emphasis on the key skills which link all curriculum areas particularly the development of speaking and listening. Our planning for Physical Education is in line with the Early Years Foundation Stage and the National Curriculum strategy / guidelines for Key Stage 1 and 2.

The use of Information and Communication Technology across the Curriculum

- Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in physical education
- Pupils will be given opportunities to support their work by being taught to: -
 - Develop their needs using ICT tools to amend and refine their work and enhance its quality
 - Exchange and share information, both directly and through electronic media
 - Review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

Assessment, recording and reporting

Assessment is on-going. Lessons are taught based on the achievement and needs of the children as identified by the previous lesson and level of skill acquired. Achievement in Physical Education is formally reported to parents on the end of year written report.

Resources

There is a central store for specialised equipment. This is the PE store situated in the main hall. Inside this cupboard is a clear resource list that shows the location of other specialist equipment such as hockey sticks and cricket wickets.

School P.E. kits must be worn for health and safety, and hygiene, reasons. A child that does not bring appropriate clothing will still be expected to participate in lessons if it is safe to do so.

School will, on occasions, allow children to borrow school P.E. kits.

:

- Navy/ black shorts
- House coloured t-shirt
- Black pumps (for Indoor P.E.)

Additional P.E. Uniform for Key Stage 1 and 2:

- Swimming costume and trunks (not Bermuda style shorts or bikinis)
- Swimming caps are advisable
- Tracksuit bottoms – Navy or black
- Tracksuit top – Navy or black
- Trainers for outdoor P.E. activities



Inclusion

In recognition of our school's adherence to the principles of equal opportunities we aim to cater for SEN, all ranges in ability, gifted and talented children, ethnic diversity, gender issues, disability issues and social inclusion. Our planning, resources and delivery of the curriculum will reflect this. Emphasis is placed on meeting the diverse needs of children through a variety of learning and teaching styles. Gifted and talented children that require curriculum time to fulfil their sporting needs will be accommodated wherever possible. In certain circumstances, when a child is in receipt of Pupil Premium, school may be able to assist the cost of transport.

Review and Evaluation

Policy review will be undertaken annually by the co-ordinator, and where significant issues arise, discussed by the whole staff. Monitoring by the co-ordinator is on-going and takes a variety of forms: classroom observations, wall walks, sampling and scrutiny of planning and work etc.

Policy reviewed September 2016
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Co-ordinator name: Sarah Oldham

