



Benhurst Primary School Policy Statement



'Only my best is good enough for me'

Policy	Physical Education
Implementation Date	May 2015
Review Date	May 2018

The nature of Physical Education

Physical Education is about developing physical competence in a range of physical activities. It contributes to a pupil's physical and emotional health and well-being. Through experience pupils can know about and value the benefits of physical activity while at school and throughout life.

Physical Education is a practical subject which gives all pupils irrespective of age, ability or gender, opportunities for participation, enjoyment and success.

Aims of Physical Education

Through access to a balanced and continuous programme of physical activity pupils should be taught to:

- develop physical skills, knowledge and understanding through the process of performing, planning and evaluating;
- understand and apply the principles of safe practice;
- develop positive attitudes to physical activity;
- develop the ability to work with others.
- enable pupils to realise their full potential.
- develop problem solving skills.

Entitlement

Key Stage 1

In each year of the key stage, pupils should be taught three areas of activity: Games, Gymnastics and Dance. Throughout the key stage, pupils should be taught about the changes that occur to their bodies as they exercise and to recognise the short-term effects of exercise on the body.

Key Stage 2

Pupils should be taught six areas of activity. During each year of the key stage, pupils should be taught Games, Gymnastics and Dance. At points during the key stage pupils should be taught Athletic Activities, Outdoor and Adventurous Activities and Swimming.

Throughout the key stage, pupils should be taught: how to sustain energetic activity over appropriate periods of time in a range of physical activities and about the short-term effects of exercise on the body.

Implementation of Physical Education

All pupils will be involved in the continuous process of planning, performing and evaluating in their PE lessons. The greatest emphasis will be placed on the performance aspect of the subject.

Activities and tasks are planned in such a way as to encourage full and active participation by all pupils, irrespective of ability. Where it is necessary, teaching materials are modified in order to take into account pupils' abilities.

The LCP Games, Gymnastics and Dance schemes of work are used across both key stages.

Quality of Teaching

A range of teaching styles and strategies should be employed to ensure that pupils progress to be independent learners.

- Tasks are set that are appropriate to all pupils' age, level of maturation, physical and intellectual ability.
- Tasks and expectations are differentiated, when necessary, to allow for pupils' differing physical and intellectual ability, confidence, size and weight.
- Tasks are physically demanding, intellectually challenging and motivating.
- Pupils clearly understand the objectives for the lesson.
- The teacher is appropriately dressed.
- Appropriate resources are available.
- Learning situations provide pupils with a variety of opportunities to:
 - learn, practice, refine and develop skills;
 - demonstrate their level of skill, knowledge and understanding;
 - plan and make decisions about their own work and others;
 - solve problems and explore;
 - evaluate their work and others;
 - work alone and with others.

Quality of Learning

Pupils should demonstrate progress through a variety of physical activities in: planning, performing and evaluating.

Pupils should demonstrate an awareness and understanding of: safety issues, health and fitness, and appropriate use of resources;

Pupils should be dressed appropriately, comfortably and safely to ensure that all aims can be met.

Pupils should show ability in:

- using skills effectively;
- linking and repeating patterns of movement;
- choosing ways of working, solving problems, exploring, selecting and adapting movement by themselves and with others;
- performing, when appropriate, with expression;
- responding to a range of stimulus;
- observing, describing, and evaluating their work and that of others;
- acting upon their evaluation.

Safety Policy in Physical Education

In the PE National Curriculum there are *General Requirements* which specifically refer to safety principles. These statements include pupils:

- responding readily to instructions;
- recognizing and following relevant rules and safety procedures for different activities;
- understanding the safety risks of wearing inappropriate clothing, footwear and jewellery;
- knowing how to lift, carry, place and use equipment safely;
- understanding why and how to warm up for and recover from exercise.

Our safety policy underpins the above statements of good practice.

Behaviour

Children should behave in accordance with the school behaviour policy.

When engaged in PE pupils are expected to behave in a considerate, responsible manner, showing respect for other people and equipment.

Indoor work should take place with the minimum of noise. During lessons pupils will be encouraged to discuss safety implications concerning themselves and others. (No pupil should be excluded from PE because they have misbehaved in class. PE should never be used as a sanction.)

Clothing

- All pupils must change for PE.
- Suitable clothing for indoor work (as listed in the Uniform and Jewellery Code Policy).
- All pupils will be barefoot or in plimsolls in gymnastics and dance. Plimsolls must be worn outdoors.
- No jewellery is to be worn for PE. (See central Health & Safety file)
- Long hair should always be tied back.
- All staff teaching PE should ensure they wear suitable footwear.

Equipment

The safe use of equipment will be encouraged at all times and pupils will be trained to move equipment in a safe manner. (See Appendix 1 - Apparatus Handling).

All equipment will be checked by a teacher before the class use it.

Any defective equipment should be immediately reported to the PE Co-ordinator and Site Manager.

Accident Procedure

In the event of an accident, the class are settled and help is sent for as quickly as possible. (The school health and safety policy gives clear guidance on the response and reporting of all accidents).

Non-Participation

A note from home is required if any pupil is not participating in PE. Ideally, pupils should remain with the class and be involved with the lesson either with the planning/evaluation aspects. The involvement will depend upon the nature of the illness or injury.

General

All teachers involved in swimming lessons should refer to the Swimming Policy - Staff Handbook 9 (n).

The school health and safety policy outlines guidance for all out of school activities including swimming lessons.

Copies of the above policy are always available in the office and staffroom.

Further guidance on all aspects of safety in PE can be found in the BAALPE publication "Safe Practice in Physical Education".

This booklet can be found in the Head Teacher's room.

Equal Opportunity in Physical Education

Equality of opportunity is an important principle in relation to physical education. The content of our physical education programme is designed to meet statutory requirements and give children the opportunity to experience a range of physical activities.

All children are allowed access to, and given confidence in a broad and balanced range of physical activities regardless of their ability, sex or cultural background. We recognize the distinction between access and opportunity. As well as the same access to curriculum physical education we ensure that the children have equal opportunities to participate in different activities. We question the stereotypes which limit children's behaviour and achievements and challenge where necessary instances of sexism and racism.

A range of teaching strategies have been adopted to ensure the delivery of equal opportunity. One example is the wide and flexible criteria we apply to grouping pupils. Sometimes the groups are friendship based or mixed-sex, single sex or ability based.

Sometimes particular roles and responsibilities are the criteria for grouping pupils. Leadership roles, taking turns and being tolerant of each other's limitations are a few examples of the criteria we use.

Special Educational Needs

We will make every attempt to fully integrate special needs children into participating on equal terms with other children.

Our physical education programme is planned to encourage all children to take part irrespective of ability. There may be occasions when rules or equipment or both are modified to facilitate integrated participation. Where activities are modified for children with special educational needs we recognize the importance of maintaining the integrity of the original.

Appropriate challenges will also be made available within curriculum physical education for children who are particularly gifted in physical activity. Our extra curricular programme may provide a further challenge for such children.

Parental Involvement

Parents are regularly updated and informed about policy regarding suitable clothing and footwear for PE through the Uniform and Jewellery Code Policy.

New parents are informed and provided with the full details are set down in the Uniform and Jewellery Code Policy.

Contribution to Spiritual, Moral, Social and Cultural Development

Physical Education plays a key role in contributing to the moral, social and cultural development of a child through:

- the awareness and understanding of fair play;
- attaining skills and co-operation in performing, planning and evaluating their work and that of others;
- having access in dance to a variety of cross cultural stimuli and dance traditions.

Assessing, Recording and Reporting

Physical Education is assessed, recorded and reported in accordance with the school's policy. The processes of applying skills and knowledge are assessed, as opposed to restricting the assessment procedure to the testing of skill and knowledge acquisition. The outcomes of the assessment are used to plan the next stage in pupils' learning. Pupils are encouraged to participate in the assessment process.

Management

The subject co-ordinator will be responsible for the overall school management and monitoring of the physical education curriculum. The exact nature of the post will be negotiated with the head teacher in relation to a job description and agreed school policy for co-ordinators.

The role may include providing:

- a) staff support - monitoring and evaluation of delegated responsibilities.
- b) subject documentation which is adequate in supporting staff with regard to:
 - policy and development;
 - planning curriculum content;
 - selecting appropriate learning and teaching styles.
- c) audit and update of resources.
- d) a means of identifying and acting upon in-service needs.
- e) procedures to check that all pupils have access to a planned, coherent, continuous and progressive physical education.

The class teacher is responsible for their own class planning and assessment in relation to the agreed school physical education policy and schemes of work.

Apparatus Handling

The practice of leaving apparatus out for a series of lessons should be avoided if at all possible for three reasons.

- The apparatus may not be suitable for the theme being taught.
- The children may not have adequate SAFE space to carry out the warm-up/floorwork which is a necessary prelude to apparatus work.
- The height of the cross poles, ladders and boxes may not be applicable to the age range which is following another into the gym.

At the very least mats, benches, cross poles and planks should be removed at the end of each lesson leaving the floor area clear for the following class who can then erect these items at the required height.

Apparatus should be carried in line with LCP Policy in the PE Scheme of Work.

Reviewing the policy

The PE Co-coordinator is responsible for updating this policy every three years or earlier should there be any key updates or amendments required. The policy will be presented to the governing body for discussion at a first available meeting.