

# **PHYSICAL EDUCATION POLICY**



## **Introduction.**

P.E. is a National Curriculum Foundation Subject and an entitlement for all for Key Stage 1 and 2 children. It is also an entitlement for children in the Foundation Stage as part of the Physical Development area of learning.

## **Our aims and objectives.**

At Lakes Primary School, we aim to provide a broad and balanced physical education programme.

Our aims in teaching P.E. are that all children will:-

1. develop confidence and competence in a range of activities and skills.
2. acquire a positive attitude towards and an enjoyment of physical activity.
3. engage in competitive sport and activities.
4. begin to see physical activity as part of a healthy life style.
5. be able to take part in physical activity for sustained periods of time.
6. learn to work in co-operation with others.

## **Equal Opportunities**

We recognise that Equal Opportunities is a basic right:-

- To that end racial, gender, cultural and special educational needs (including gifted and talented) are recognised in the planning of activities.
- Through the programme of study all pupils, regardless of gender will receive a broad and balanced variety of physical activities.
- We are aware of ethnic, cultural and religious observances i.e. dress, diet and modesty, which should not preclude pupils from participation.

## **NO P.E. TODAY**

The theory is that if the pupil is fit enough to come to school then they are fit enough for P.E. There are two possible exceptions to this:

- Certain medical conditions – a doctors note is needed for this;
- Genuine parental concern, e.g. sprained ankle, etc –a personal note or verbal message from the parent or carer is needed for this;

In this situation the pupil should be asked to observe and contribute to the lesson verbally. If appropriate, KS2 children should complete the 'KS2 Non Participants in PE' observation sheet.

## **Safety**

The PE leads works with the School Sports Partnership to ensure that the planning and implementation of PE meets the standards of safety defined in Safe Practice in Physical Education and Sport published by AFPE, a copy of which is stored at Ryehills School by the Sports Partnership.

Each member of staff is fully aware of any medical conditions of any child they teach and how best to deal with them. Asthmatic pupils may need to keep their inhaler at hand during a P.E. lesson. They should be taught to take responsibility for getting this themselves.

Children are expected to wear adequate footwear/kit for relevant activities. Ear studs should be removed or taped and all jewelry should be removed. Long hair should be tied back.

### **Changing for PE**

Once children reach KS2, boys and girls should change separately to respect their privacy and dignity. Alternative arrangements will need to be put in place e.g. at the beginning of the afternoon boys could change in one classroom and girls in another, or boys could change in the cloakroom area and girls in the classroom.

### **Teaching**

A range of teaching styles will be employed by the teachers depending upon the age and ability of the children, the nature of the work, and the learning objectives specified. Activities will be provided that are compatible with children's level of physical development and capability in order to extend and develop individual competencies. The teachers will also watch for continuity and progression and the pace of progress through the planned work.

### **Strategies for assessment, recording and reporting.**

#### **Assessment in P. E.**

Assessment is an integral part in the process of teaching and learning. In an informal way it will be part of every P.E. lesson. The teacher's observation of pupil responses to tasks and challenges provide an important means of gauging understanding, diagnosing strengths and weaknesses and in determining the extent of progress in learning. This will in turn be used to inform planning (AfL).

#### **Records of progress in P.E.**

At the start of a unit of work, pupil's capabilities will be assessed by the teacher to inform planning. Then at the end of each unit of work, the same task will be used to monitor progression.

In the Foundation Stage, children will be regularly monitored to ensure they are making progress and if necessary, support or interventions will be put in place. Children's individual progress is also recorded in their online learning journal, 'Evidence me'.

### **Resources**

All P.E. equipment is stored around the hall and in the P.E. cupboard in the hall. All children will be taught where to find and how to handle the P.E. equipment. Teachers will make sure that everything is replaced tidily and safely once the lesson is over.

All the children will be taught to treat equipment with respect, to collect, use and replace individual items in the appropriate place.

If any equipment is found to be faulty or unsafe the teacher will remove it from use and report it to the P.E. Manager.

Every child has access to additional resources at playtime and lunchtime.

### **Strategies for Ensuring Continuity and Progress**

#### **Planning in P.E.**

- ◆ Planning in P.E. is a process in which all teachers are involved.
- ◆ Work is planned by individual teachers/teams for each half term in accordance with National Curriculum requirements and is monitored by the P.E. Manager.
- ◆ Teachers follow the appropriate PE curriculum map for their year group, using the core tasks and relevant schemes to inform planning.

#### **The Role of the Manager.**

One member of staff is delegated to:-

- ◀ Play lead role in the development of P.E. practice through the school;
- ◀ Be the collection and dissemination point for information about P.E.;
- ◀ Be responsible for resources and advise as regards priority resource needs;
- ◀ Offer direct/indirect support to staff as appropriate;
- ◀ Assess staff development needs and highlight any appropriate training;
- ◀ To develop sporting links with the wider community;
- ◀ To monitor planning to ensure high quality of P.E.;
- ◀ To monitor the teaching and learning of P.E. through focused lesson observations in line with the school's rolling programme;
- ◀ To arrange After School opportunities for P.E. in conjunction with the Head Teacher;
- ◀ To monitor the spending of School Sport Premium.

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