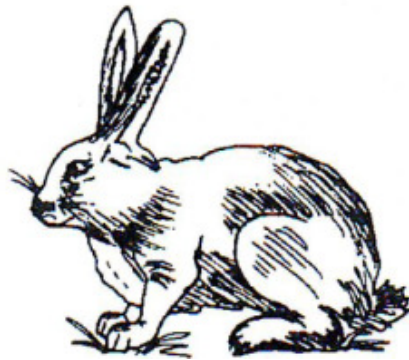


Physical Education Policy



*Harefield Junior School
November 2015*

Rationale

Harefield Junior School believes that Physical Education (PE), experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

Aims and objectives

These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities.

Our objectives in the teaching of PE are:

- To enable children to develop and explore physical skills with increasing control and co-ordination and for all children to acquire fundamental movement skills
- To encourage children to work and play with others in a range of group situations
- To develop an understanding of how different skills are performed in a variety of activities
- To increase the awareness of being safe and staying safe during PE lessons, including the need for rules and regulations
- To show children how to improve the quality and control of their performance with observation and evaluation
- To teach children to recognise and describe how their bodies feel during exercise and know what happens to our bodies and be able to explain this
- Develop an appreciation for health and fitness and the benefits of an active life style
- To develop the children's enjoyment of physical activity through creativity and imagination
- To develop an understanding of how to succeed in a range of physical activities, and how to evaluate their own success
- To encourage every child to reach their full potential.

Curriculum

Each child at Harefield Junior School receives 2 hours of Physical Education curriculum time per week. The teaching of the Physical Education curriculum is broken into the following areas of activity:

- Dance
- Gymnastics
- Invasion Games
- Net and Wall Games
- Striking and Fielding
- Athletics
- Swimming
- Outdoor and Adventure
- Games

In accordance with the National Curriculum, one hour of PE per week is used for swimming sessions in a KS2 class (Year 5). Each class attends swimming at the William Penn Leisure Centre on a termly basis. Participation is compulsory. All pupils are required to learn how to swim.

Planning

The PE curriculum should be planned to provide a balance of activities within the Programmes of Study. The school uses the Fit for Sport curriculum, which is based on QCA requirements.

The long term and medium term plans, all units of work and other useful resources are all stored on the shared network and are updated by the PE Co-ordinator whenever necessary. A 'master' set can also be found on the shared network and each year group has master folders. All lessons should include heart-rate raising warm-up activities and cooling down activities at the end.

Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performances as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

Assessment

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement on whether each child is on target, above or below and fill in their class assessment grid. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. The teacher passes this information on to the next teacher and the PE co-ordinator at the end of each year.

Time allocation

At Harefield Junior School we aim to provide all of our pupils with at least 2 hours of high quality PE, sport and physical activity each week. The hall is timetabled for one session per week and the playground is also timetabled for outdoor PE.

Sports Specialist

Some classes will have the benefit of working with a PE coach from Fit for Sport. This is to challenge the development of children's skills in all areas of the PE curriculum.

PE Kit

All children should have a clearly named PE kit at school every day. Our PE kit consists of:

- A white t-shirt and black or navy shorts
- Trainers or plimsolls – that fit properly, can be properly tied up and are different to shoes worn in school
- A PE bag – a proper bag clearly named

PE kits should be taken home at the weekend and in the holidays for washing.

Plain navy or black tracksuits may also be worn for outdoor activities in cold weather. Bare feet for gymnastics and dance produces better quality work, but the teacher should assess the condition of the hall floor before asking children to work with bare feet. Plimsolls may also be worn indoors. We expect children to wear trainers for any outdoor activity.

No jewellery should be worn for PE (children wearing earrings that cannot be removed will be asked to cover them with micropore tape).

Long hair should be tied back.

Children who persistently forget their own PE kit should be reminded of the importance of PE and, if necessary, a note should be sent to their parents asking for their co-operation (available on the staff shared drive PE co-ordinator).

In the summer, children are expected to wear hats.

For Year 5 children, swimming kits should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles are discouraged unless on medical advice. All children must wear swimming hats.

Children should only miss PE lessons on health grounds, if this is requested by their parents, either by direct contact with the school or in a note to the teacher.

Non participants should be included in the lessons. They can take the role of an evaluator, coach score keeper etc.

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE and be a role model.

Equal Opportunities Statement

When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, irrespective of gender, special educational needs, disabilities, social and cultural backgrounds, different ethnic groups including travellers, refugees and asylum seekers and those from diverse linguistic backgrounds. We are aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

Inclusion

We take account of the particular needs of children and consider these by endeavouring to plan for situations in which they can all achieve. Teachers encounter a wide range of pupils with special needs, some of whom will also have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. A small number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities. Intervention, advice and support may also be provided by external agencies. Teachers, where appropriate, work closely with representatives of other agencies, which may be supporting the pupil.

Pupils with disabilities

Not all pupils with disabilities will necessarily have special educational needs. Teachers will take action however, in their planning to ensure that these pupils are enabled to participate fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Teachers take specific action to enable effective participation of pupils with disabilities by:

- Planning appropriate amounts of time to allow for the satisfactory completion of tasks
- Planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- Identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

More Able, Gifted and Talented

Harefield Junior School is committed to providing the best possible learning opportunities for all pupils. Within the context of this broad aim, we strive to provide support for those who are 'More Able' and 'Gifted and Talented' in Physical Education (PE) and Sport / Dance to:

- Identify and support More Able, Gifted and Talented pupils within Physical Education.
- Set the More Able, Gifted and Talented pupils targets, encouraging them to work to their full potential within school.
- Encourage the expression of talent and empower pupils to recognise the benefits and challenges of being a talented performer.
- Help the More Able, Gifted and Talented pupils develop the personal qualities which will enable them to maximise their potential.
- Identify and support More Able, Gifted and Talented pupils who have the 'potential' to perform at a higher level.

Young Play Leaders

This is a programme of sports leadership training that we run for pupils in Year 5 and 6. It teaches leadership skills through a whole range of games and activities. The main benefits for the Young Leader are that it:

- Encourages pupils to take responsibility and develop leadership skills
- Develops skills such as organisations, communication, confidence and self-esteem alongside planning and self-review
- Provides the opportunity for older children to work with younger children, thus promoting integration, social inclusion and most importantly – physical activity.

Links with the wider community

In conjunction with our school partnership team we are always looking at fostering links with local clubs, using the expertise of local sportsmen and women to help develop and enrich the delivery of the PE curriculum. We participate in sporting events, activities and competitions throughout the year that are organised by the School Sports Partnership. These include football, netball, cricket tournaments, indoor and outdoor athletic meetings and swimming galas.

After School Clubs

As part of the school's programme, it is our aim to provide a number of After School Clubs to give children the opportunity to extend their skills linked with a particular sport. These clubs may be run by teaching staff, local coaches and Fit for Sport. The clubs at present include Football, Netball, Athletics, Cricket and a Multi-Skills club for lower KS2.