



Higher Lane Primary School

Physical Education Policy

January 2017

Date	Review Date	Coordinator	Nominated Governor
January 2017	January 2018	Mrs Gemma Friend	

Physical Education provides a vital contribution to a pupil's physical development and well-being. A broad and balanced physical education curriculum, experienced in a safe and supportive environment, provides for pupils' increasing self-confidence in their ability to control themselves and their bodies within a variety of movement situations.

Where possible we will listen to the views and opinions of the School Council as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To ensure pupils appreciate the importance of a healthy and fit body, and understand the factors that encourage health and fitness.
- To develop a pupil's ability to work independently and to respond appropriately and sympathetically to others.
- To promote a broad base of knowledge, skills and understanding of movement.
- To encourage pupils to give their creative and expressive abilities physical form.
- To work with other schools to share good practice in order to improve this policy.

Objectives

To enable pupils:

- To remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To select, link and apply skills, tactics and compositional ideas and develop a healthy sense of competition in sport.
- To evaluate their own and others' performance, and use these evaluations to develop their own skills.
- To develop a sense of responsibility towards their own and others' safety and well-being.

Teaching Guidelines

Physical education, experienced in a safe and supportive environment, provides vital contribution to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended

that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

Teaching styles incorporate a variety of individual, paired and group activities. Pupils work in co-operative, collaborative and competitive situations that aim to cater for the strengths and needs of every pupil. These, experienced within a range of areas of activity, aim to promote the knowledge, skills and understanding of movement skills. In this way a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background is also developed.

Pupils are also provided with opportunities to develop their creative and expressive abilities through dance and improvisation. They are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of skills.

The teaching of PE in the Foundation Phase is covered by the Physical Development Area of Learning, and is undertaken through play activities that:

"....support the development of skills through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food."

(Foundation Phase Physical Development Area of Learning, 2007)

These play activities are supplemented by teacher-initiated whole-class activities, as the children progress and gain skills through the Phase. In the Foundation Phase, fine motor skills such as hand-eye coordination and manual dexterity are included in the Physical Development area of learning, and activities to develop these are integrated across the curriculum.

The physical education curriculum Key Stage Two follows the Key Stage Two National Curriculum for Physical Education, and includes activities that support health, fitness and wellbeing, creativity, adventurous activity and competitive activity.

All these will be adapted for suitability to the ages and abilities of the pupils concerned. To ensure safe use of apparatus children will be taught about its appropriate use, movement and placement.

Pupils are expected to wear suitable clothing for all types of physical education; details of this are to be found in the *School Prospectus*, where the rules for clothing and safety in PE, including jewelry, are detailed.

Curriculum Planning

This is organised in three stages:

Long Term Planning

This is based on the National Curriculum for physical education, which details what is to be taught over the Key Stages and provides the basis for planning physical education activities for each year group. This is undertaken by the physical education coordinator and varies little from year to year, unless there are changes to the National Curriculum.

Medium Term Planning

This takes the long-term plan and organizes the teaching of Physical Education into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

Short Term Planning

Short term planning details the physical education activities that take place over two weeks. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children are always encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking physical activities.

Monitoring and assessment

The physical education curriculum is monitored on a regular basis by the coordinator, who studies pupils' performances, monitors teaching practice and planning and ensures parity of entitlement for all pupils across the school. S/he identifies the training needs of the staff and plans the training programmes. S/he also attends training for coordinators run by the local authority and other providers.

There is no legal requirement for assessment against the end of key stage levels until the end of each key stage, when the National Curriculum assessments take place. However, in Key Stage Two we assess pupils against the end of key stage levels at the end of every year. This is a summative assessment and details the pupil's development of skills at that moment in time.

More important to the school, however, are the formative assessments, which are informal, continuous and ongoing, and identify the needs of the individual pupils. These are incidental, form part of the physical education activities, and are used to inform the pupil's future developmental areas.

Additional Educational Needs (AEN)

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the class organization. (See Teaching Guidelines)

However when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the school during the lessons. Further details of the school's policy for AEN are found in the school's AEN policy.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Health and Safety	▪ Health and Safety - Responsibilities
▪ Risk Assessment	▪ Workplace Environment
▪ Medical and First Aid	▪ Accidents and Emergencies
▪ Reporting of Injuries, Diseases and Dangerous Occurrences	▪ PE Safety

Headteacher:	Ms C McLachlan	Date:	January 2017
Chair of Governing Body:	Mr D Lester	Date:	January 2017

