



# PE Policy

November 2018

## PE Policy

### 1. Introduction

This school policy reflects the consensus of opinion of the whole staff.

The implementation of this policy is the responsibility of all staff.

### 2. School Ethos

The school staff, governors, parents and most importantly, children, work together to create a caring and friendly atmosphere. We believe that this active partnership is vital to the life and work of the school. We are a school where we are all learning and it is safe to make mistakes and take controlled risks. Mistakes are forgiven, and seen as opportunities for improvement. This positive approach to school life spans all areas of the curriculum and all school activities.

### 3. Aims of the school

The broad aims of the school are:

- To enable the child to realise his/her potential through the acquisition and development of the necessary skills, concepts and knowledge
- To foster the intellectual, physical, aesthetic, spiritual, emotional, moral and social development of each child
- To provide an ordered, stimulating environment, which is meaningful in the context of children's experience
- To foster kindness and understanding between children and their peers in relation to differences of any kind – cultural, physical or intellectual
- To enrich experiences with the variety of culture, linguistic and social backgrounds within our school and its neighbouring community
- To foster good manners, self-discipline and awareness of the needs of others

### 4. Aims for the Policy

- To be consistent across the whole school in relation to the teaching and learning of PE.
- To link with the Feedback Policy so as to enable the best use of Assessment for Learning strategies when giving feedback;
  - in relation to Learning Outcomes and Success Criteria;
  - providing pointers for improvement;
  - scaffolding such improvements.
- Children should be given opportunities to participate in a range of enjoyable physical activities from an early age so they will be more likely to continue being physically active throughout the rest of their lives.
- Physical well being is an important asset in our modern world. It is physical activity that equips our pupils with strength, mobility, stamina and perhaps more importantly good physical health through appropriate health related exercise.
- While we recognise that PE provides opportunities in a diverse context for all children to find a sporting or creative discipline they enjoy, we believe organised sports for children should complement, not replace free play and recreational sports. We believe that walking to school and active lunch and playtimes are all part of physical activity.

We aim to:

- promote physical activity for children and staff of all ages and abilities;
- provide a range of physical activities throughout the day;
- encourage enjoyment in physical activity;
- develop a shared understanding of the importance of physical activity throughout life.

To achieve these aims we will provide:

- 2 hours of high quality physical education and school sport a week in which a broad and balanced programme is delivered;
- quality physical activity opportunities both within and outside of curriculum time which:
  - a) considers the needs and interests of all pupils;
  - b) promotes positive attitudes towards participation in physical activity;

- c) enables pupils to develop a full range of basic movement skills;
  - d) increases pupils' knowledge and understanding of the importance of physical activity.
- opportunities to increase pupil participation in physical activity both within and outside of curriculum time e.g. travel to / from school, playtimes, after school and at lunchtimes; including the Daily Mile and Lunchtime Leaders
  - relevant in service training opportunities and where appropriate qualifications, for all those leading physical activity sessions; both inside and outside the curriculum;
  - adequate resources and funding for all elements of physical activity;
  - safe and stimulating areas in which pupils can play and be active;
  - links with professionals, clubs and families in the community to help develop physical activity pathways for pupils beyond the school;
  - record pupils' levels of involvement inside and outside of school;
  - opportunities to encourage all staff, and governors, to participate in physical activities.

## 5. Aims for the children

- To ensure high quality teaching and learning opportunities for all children, in PE.
- To enable every child "to be their best" – see aims statement.
- To raise standards through setting improvements that challenge.

## 6. Knowledge, Skills and Understanding

- To become skilful and intelligent performers, and to develop a range of skills with increasing competence and confidence, in varying physical activities and contexts.
- To develop their ideas in a creative way and learn how to select and apply skills, tactics and compositional ideas to suit activities needing different approaches towards developing stamina and strength.
- To take the initiative, lead activities and focus on improving their performance, while setting targets for themselves and competing against each other, individually and in teams.
- To discover the notion of fair play, honest competition and being a good team member.
- To develop an appreciation of the aesthetic qualities of movement and to develop physical and mental co-ordination, self-control and confidence.
- To learn how to co-operate with each other and work successfully in pairs, groups and teams.
- To develop self-confidence through the understanding of their own capabilities and limitations.
- To be motivated, so that they retain a lifelong interest in all aspects of PE and recognise the importance of living and maintaining a healthy life.

### *Relevant Policies and Guidance*

#### *Adults Other Than Teachers Guidance*

All Adults Other Than Teachers (AOTTs) involved in curriculum or out of hours learning activities, including lunch times, playtimes and after school, will be appropriately trained and monitored in accordance with 'A Guide for Teachers, The Use of Adults Other Than Teachers in Physical Education and School Sport' and our own guidance for AOTTs.

#### *Health and Safety Policy and Health and Safety in the school's Physical Education Policy*

Teachers have an additional duty of care in Physical Education, due to the nature of activities and resources involved. Pupils must be made aware of all safety issues related to Physical Education, including the assessment and management of risks.

#### *When teaching physical activity adults need to:*

- Refer to the county, school and PE Health and Safety policies.
- Carry out a risk assessment for activities e.g. use of apparatus, hard balls and bats and off-site activities. Any damaged equipment or gymnastic apparatus is reported to the PE co-ordinator/head teacher and removed and/or labelled and not used.
- Safe handling and use of all equipment will be taught and encouraged at all times. For example, specific procedures for lifting, carrying and placing apparatus correctly:
  - bend knees, back straight to lift and lower;
  - always travel in a forwards/sideways direction - be able to see in the direction they are travelling;

- placement of apparatus carefully in position;
- carry apparatus at waist height, not lifted high.
- teach pupils how to take action to control risks themselves in order to carry out tasks safely.
- Staff must refer to the separate Swimming Pool Safety Guidelines and the relevant Leisure Centre procedures.
- The warm up is an integral safety element of every lesson. It will involve:
  - mobility exercises to prepare the joints;
  - pulse raising activities to prepare the cardiovascular system;
  - stretches to prepare the muscles and associated ligaments/connective tissue.
  - Specific muscle groups should be used that relate to the anticipated activity and bring about a full range of motion. The warm up should be gradual and sufficient to increase muscle/core temperature without causing fatigue or reducing energy stores. Aerobic activity which incorporates mobility of the joints should be completed prior to stretching.

Within Physical Education teachers must adhere to the school accident and emergency procedures.

For guidance on health and safety around the school and its grounds, refer to the Health and Safety Policy.

## 7. Breadth of Study

- Dance
- Games
- Gymnastics
- Swimming and Water Safety
- Athletics
- Outdoor and Adventurous activities

## 8. Curriculum and School Organisation

In order to achieve these aims, the teaching of PE follows the Cambridgeshire Scheme of work with the support of HSSP (Hunts School Sports Partnership) which outline areas covered by each year group. Children in the Foundation Stage follow the curriculum in Development Matters (see Foundation Policy).

PE is taught by all class teachers. Individual classes set and group children in different ways. Specialist sports coaches are utilised whenever possible.

## 9. Curriculum Co-ordination and Monitoring

The subject has a Curriculum Leader who shares responsibility for developing the subject with the head teacher. The Leader receives any information/resources which arrive in school, and attends courses and conferences as appropriate.

Audits are carried out by the co-ordinator and the whole staff team. Conclusions are then actioned through the School Development Plan.

The majority of assessment evidence will be collected through observation and listening to pupil answers, discussion and evaluation. The teaching/learning activities and the organisation of those activities provide the necessary assessment opportunities. Children's progress and learning in Physical Education are reported to parents in annual reports.

Monitoring of Physical Education will be the responsibility of the head teacher, P.E. Leader and governors.

Monitoring will be carried out by using:

- a) teachers' planning and pupil assessment;
- b) classroom observations;
- c) discussion with pupils;
- d) checking the storage and quality of the resources.

Out of Hours physical activities are offered after school.

At playtimes and lunchtimes, a wide range of sporting and activity based toys and games are available for children in both key stages encouraging positive relationships, physical activity and development.

When possible, competitions are organised within school and with other local schools. Coaches are invited to support teacher's input during Physical Education lessons when available.

#### Professional Development

At Bury we believe that:

- the greatest resource we have is the staff, and that their professional development is a cornerstone for the continuing development and success of our school
- all staff working at the school are entitled to a framework of support to enable them to develop effectively, confidently and competently within their role

### **10. Facilities and resources**

Separate resources are available for curriculum PE and playtime sports and games. Both offer equipment for striking and fielding, invasion games, net games, gymnastics, dance and swimming.

Play equipment also offers a range of opportunities to improve fine and gross motor skills as well as hand and eye coordination e.g. through balancing, juggling and bouncing toys.

### **11. Resources and Accommodation**

The majority of outside PE equipment is kept in the garage. This is accessible to members of staff and to children under adult guidance.

The majority of inside PE equipment is kept in the hall cupboard. This is accessible to members of staff and to children under adult guidance. Some large gymnastic apparatus is kept in this cupboard the remainder being kept in the hall.

The PE Leader plans the purchase of resources, support and external events for each year, in line with the Sports Premium funding. The funding reflects the expectations needed to be achieved by the end of the year. The PE Leader reviews the use of resources and their storage in consultation with the rest of the staff.

For PE, children change into appropriate PE kit which is listed in the school booklet.

### **12. Equal Opportunities**

All teaching and non-teaching staff at Bury School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum, and the opportunity to make the greatest progress possible in all areas of the curriculum, while in our school.

Monitoring the Policy for Equal Opportunities is ultimately the responsibility of the Head Teacher and the Senior Management Team, but every member of staff is responsible for the day to day operation of the Policy in terms of promoting good practice. Staff should be familiar with the school's Policy for Equal Opportunities and Inclusion Policy.

### **13. Health and Safety**

Items of jewellery should not be worn to school. Exceptions to this rule are watches and studs/sleepers for those children with pierced ears (one stud/sleeper per ear in the conventional lobe position). No responsibility can be taken for the custody of these items when they are necessarily removed for PE.

All ear rings should be removed by the child for all PE lessons. The exception to this is when ears have just been pierced – in these cases tape should be put over the ear rings.

### **14. Monitoring and Review of this policy**

This policy will be reviewed biennially.

Date Policy approved: 27-11-2018