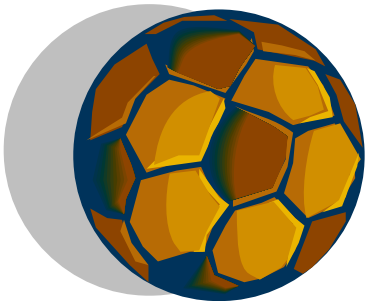




# St Giles Junior School

## P.E POLICY



## **The Ethos of P.E in the school**

We believe in giving all pupils, irrespective of their academic or physical ability, the opportunity to discover and develop their physical potential through a balanced and developmental programme of activities. We do so in the belief that physical education in a safe, supportive and challenging environment is a vital component in the development of children's physical and emotional health and well being. This, we believe, includes qualities such as enjoyment, tolerance, co-operation and the development of expertise.

In this context, we are committed to achieving maximum participation for all children whilst recognising the need for equal opportunities on the grounds of gender and children's specific individual needs. Within a caring and supportive environment, we believe in encouraging positive relationships between groups and individuals while providing challenge and stimulation through physical activity.

We believe in allowing children to apply skills, knowledge and concepts, to experiment, to be creative and imaginative and to recognise and celebrate progression and achievement within the physical medium.

We are further committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with sporting bodies, clubs etc., and the provision of extracurricular activities organised by the school is a positive experience and that the recognition and celebration of children's achievements outside school promote an awareness of the value of physical activity for all children.

In our commitment to our policy statement we have identified the following aims to be met through teaching and curriculum organisation:

### **Our Aims**

- That all pupils will be given access to the full P.E. curriculum regardless of gender, race or cultural background.
- Develop the knowledge and confidence of our staff through the sharing expertise and the use of school resources and the advice and support of the Local Authority, through liaison with the SSCO and Sports Development Officer.
- To make best use of outside specialist expertise in coaching and instruction in a range of activities, primarily through the Sports Development Office of the Local Authority and through links with the BPSSA.

- To develop an awareness amongst staff of the demand of the National Curriculum and to share as a school the responsibility of developing the means to produce long term planning of P.E curriculum which encompasses clear learning objectives that meet the challenge of providing progression throughout the key stage.
- To develop a simple but effective method of recording and reporting children's progress encompassing clear assessment target throughout the key stage and its Programmes of Study.
- To provide the means for children to realise their full potential and to develop movements, co-ordination, confidence and body awareness in a range of contexts.
- To provide for the development of physical and creative skills and the ability to adapt and apply knowledge and skill in the performance of movement related activities.
- To promote an appreciation of physical movement as spectators and as critics, thereby promoting the application of skills of judgement and appraisal in a positive way to self-activity and that of others.
- To promote responsible attitude towards the safety of self and others and to develop an appreciation of safe practice in all movement activities.
- To promote an understanding of the relationship between physical activity and good health, thereby increasing active participation. This may be achieved through cross-curricular work throughout the key stages.
- To develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations, to cope with losing, and to retain a proper sense of perspective in competition.
- To provide the opportunity for work involving the development of interpersonal skills and good communication. This should be done through a range of teaching style, which encourages good experimental, self-expression and awareness, and foster tolerance and co-operation.

We aim for our PE lessons to include challenges for all pupils, which involve developing:

- A sense of accomplishment/achievement
- Learning something new and wanting to learn more.
- Physical well being.
- A feeling of independence.

- Wanting to perform well and with imagination and flair.
- Skills of co-operation through working as a team player

We see the above as important to developing and maintaining high standards of P.E. in our school.

## Entitlement

All children are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the National Curriculum and takes into account of individual interests and needs.

Children should have access to all components of the N.C programmes of study, (athletics, dance, games, gymnastics, outdoor education and swimming) so that a realistic attempt is made to achieve the expected levels of performance as set out in N.C descriptors.

## Planning for Differentiation across the Key Stages

Planning for differentiation should incorporate:

- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

Differentiation by task may be achieved when the children who are pursuing the same part of the Programme of Study are given a range of different but related tasks according to their levels of ability.

Differentiation by outcome may be achieved by setting tasks, which are suitable, and appropriate for all the children's starting level and which allow the more able children to be challenged.

Differentiation by support may be achieved when children of low ability are given constant reassurance to help improve their confidence.

## Health and Safety

Safety should be paramount when planning PE activities.

The following guidelines should be referred to by all teachers when planning their PE curriculum.

Safety Practice in Swimming (Local Authority)

Safe Practice in Physical Education and school sport (2008 Association for PE)

Safety in Outdoor Education (Local Authority)

(These documents are located in the school office)

Safety points should be included in lesson plans and teachers must explain these to the children. As they progress through the curriculum we believe that they should develop their own abilities to assess risks.

First aid equipment should be available and staff should know what to do and who to call for assistance in the event of an accident (designated first Aiders - C Dyer, H Southam). Inhalers for children suffering from asthma must be readily accessible.

Regular checks should be made on all equipment. The coordinator should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the coordinator when any items need replacing or repairing. Any items constituted a danger should be taken out of use immediately.

- All large items of PE equipment are inspected annually by an independent safety officer under a contractual agreement.
- Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- Children should be made aware of safe practice when undertaking any PE activity ( e.g. not running or jumping in front of others and stopping when asked)
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.

- Good class control is fundamental to safety.

## **P.E. Kit**

Pupils should be encouraged to change into a kit which is different from the uniform.

Teachers should also change for P.E. into suitable footwear and clothing as a model, to show that appropriate clothing is needed for these activities. It is important that teachers' footwear enables them to move quickly without risk of slipping.

For pupils the dress code is as follows:

- shorts
- T Shirt
- Plimsolls (indoors)
- Training shoes/ football boots (outside)
- Tracksuits in Autumn/Spring Term

For safety reasons it is imperative that the indoor dress code is followed for gymnastics lessons. Under no circumstances should children wear tracksuit trousers, baggy shorts, tights or socked feet on apparatus as this can be dangerous. Glasses should be discouraged unless on medical advice.

Children who persistently forget their PE kit should be reminded of the importance of PE and if necessary a letter should be sent to their parents asking for their cooperation. Spare clothing is available in school that the children will wear unless a note is provided by parents with a reason for missing P.E. as it is a legal requirement. 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.

Long hair must be tied back at all times. All jewellery should be removed before the lesson. Pierced earrings may be taped on young children unable to remove their earrings. Staff must not remove children's earrings.

## **Equal Opportunities**

All children should be provided with equal opportunities to participate in a curriculum in which there are no barriers to access based on race, sex, culture or ability. PE lessons should aim to provide quality experiences that challenge children.

## **Special Educational Needs**

Wherever practicable, provision will be made for children with special educational needs where it affects their performance in P.E. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorder.

It is important to concentrate on children's abilities and needs, not on their disabilities and handicaps. This emphasis aims to improve their movement skills and help to charge feelings of disaffection, under-achievement and low self-esteem.

Everything should be done to avoid highlighting the disabilities of any particular child.

In some cases it may not be practicable to provide sufficient physical activities within the school for a child with severe disabilities and the SEN Co-ordinator or P.E. Co-ordinator should contact appropriate agencies to make additional arrangement for these pupils.

## **Gifted and Talented**

We believe in creating opportunities and experiences to extend and develop even our most gifted sporting pupils. Activities and competitions within the cluster and Local Authority will be offered to these children to give them opportunity to excel further.

Differentiation within lessons should take into account their individual needs and the use of different equipment or by varying the task should be planned for.

## **Extra-curricular Activities**

There are a number of after school activities supervised by teachers in their own time throughout the school year (dependent on season). These include:

- Multi skills
- Tag rugby
- Football
- Athletics
- Multi sports

These activities provide opportunities for more advanced coaching and competition with children from other schools and larger scale team games.

We have links with sporting bodies and clubs where children's enthusiasm is channelled into positive experiences outside school.

This is a valuable part of the life of our school and a useful supplement to the National Curriculum. Pupils with sporting ability are encouraged to take part in such extra-curricular activities, although these are voluntary and no child would be forced into participating.

## **Assessment, Recording and Reporting**

Assessment is anchored in the level descriptors. These levels define what a pupil should be able to understand, do and do at any particular point in time. QCA schemes set out clear expectations for each unit and these are based on particular levels. Teachers should always use the QCA Learning Outcomes to help make decisions about the attainment.

Simple records should be kept in class assessment files and these should be used to inform short term planning.

## **Strategies for Implementation**

### **Teaching and Learning**

*Good lessons should contain the following elements.*

- Purpose: Lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson.
- Progression: Pupils capabilities should be developed with increasing demand made on physical and mental processes. Building on previous learning is essential and so too is working to achieve successful outcomes through repetition, application and refinement of skills.
- Pace: High levels of activity, avoiding dead spots (pupils sat down doing nothing) with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and there association with health emphasised.
- Coherence: All teachers should reinforce previous understanding and establish links between curricular experiences.
- Challenge: High expectations will be set for individual and group achievements. Pupils extended both physically and intellectually through interesting tasks.
- Differentiation: Will be achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.

Pupil's responsibility: in lessons pupils will be encouraged to make decisions. They will be given responsibility for equipment, group organisation and at times their own learning as they practice and repeat movements in order to improve efficiency and the quality of their performances.

### **Planning**

The PE curriculum should be planned to provide a balance of activities within the programmes of study. Val Sabin's gymnastics and dance alongside LCP schemes of work are to be used and can be supplemented with TOPs cards. Teachers will need to plan units of work in detail to include outlines of tasks, risk assessments and assessment opportunities. Sessions should include warming exercises and stretches before the main tasks and cooling down activities at the end.

Opportunities should be taken where appropriate to make links between aspects of PE and other subjects across the curriculum.

Swimming lessons take place once a week during the children's time in Year 3. Full use of the field and playground should be made when conditions allow.

### **Time Allocation**

There should be 2 hours of PE each week. This may vary according to the time of year.

The hall is timetabled for two sessions per class per week but games should be taught outside unless weather conditions are inclement.

### **Staff Development**

Opportunities should be taken for the coordinator of PE to attend courses in order to keep up to date with the PE curriculum. They should then give summaries of information to the rest of the staff and draw their attention to any new safety guidelines published by the Local Authority or national agencies.

### **Review**

This policy will be reviewed annually and any amendments will be made as necessary.