



Physical Education Policy

Policy Creation & Review	
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Ellen Wilkinson School Policy Statement for Physical Education

Purpose

At Ellen Wilkinson Primary School we believe that Physical Education is a fundamental and essential part of a balanced education and curriculum for all of our pupils. It provides a contrast to the relative inactivity of the classroom environment yet at the same time it is beneficial to children's physical health. We aim to encourage achievement, enjoyment and satisfaction in physical movement and ensure that the children have a positive attitude toward their own health, safety and fitness.

Aims and Objectives

At Ellen Wilkinson Primary we believe that physical education should:

- Develop physical competence through skills and body awareness;
- Be innovative, fun and exciting;
- Incorporate best practice; including that recommended by, but not limited to, the Healthy Schools Award and the Active Mark.
- Utilise specialist coaches and sportspersons wherever possible
- Promote physical development;
- Promote an active and healthy lifestyle; teaching pupils to value the benefits of continual physical exercise at school and throughout life;
- Promote self-esteem for all pupils through cooperative and competitive activities;
- Develop pupils' interpersonal skills through team situations in and out of the classroom;
- Develop positive attitudes towards success and failure in cooperative and competitive activities;
- Teach an awareness of health and safety issues;
- Promote extra curricular activities, clubs and teams with the school and in the local area;
- Promote volunteering in sport and leadership;
- Ensure access to a wide range of sports and activities.

References

The above aims are consistent with our schools philosophy and take account of the National Curriculum. The PE policy is implemented through a scheme of work consisting of a combination of qualification and curriculum associations. We use _____ as a guide in our teaching of physical education and also welcome in ideas and plans from Kick London and our sports coach. In some cases we have specialists from the Cumberland Partnership come in to run events and support teachers in specific areas of delivery. Each year group has a PE Scheme of Work folder with all of the relevant resources required to deliver the respective units for their year groups.

Procedure

At Ellen Wilkinson Primary PE is made cross curricular where possible for example: English links include highlighting key words as well as many speaking and listening links encouraged through cooperative work and evaluating their own and others work, whilst Maths is developed through score and time keeping activities in games and athletics. At the start and end of a lesson the class interactive whiteboard or hall/studio wipe board is used to discuss the Learning Focus and Musts followed by an evaluation at the end of the lesson.

Participation

All children are expected to participate in PE and it is a statutory requirement. However on rare occasions there may be medical advice that a child should not participate, and in these cases we must have a letter from their parent/carer along with a copy of the medical advice provided.

PE kit is expected in school on a Monday, to be taken home on the Friday so that it is available to the children throughout the week in case their timetabled slot changes or if another opportunity for active learning arises. If a child does not have their PE kit with them on any given day a note for parents should be writing in the home communication book and the class teacher should monitor to see if their PE kit has been brought in the following day. PE kits should consist of:

- A change of footwear, trainers or plimsolls
- Navy blue shorts or trousers
- White t-shirt or jumper

Timings

At Ellen Wilkinson Primary PE lessons are split into 2, 1 hour lessons, one outdoor lesson and one indoor. In year 4 children attend a 1 hour swimming session instead for 6 months.

Other Adults including Paid Coaches and Volunteers (OAPAV)

In line with safer recruitment practices any adults working in the school, have to have completed the appropriate checks and hold a valid DBS. Evidence of this along with photo ID is brought with them on their first visit to the school. Please see safeguarding policy for further details.

In curriculum hours the assigned teachers maintains responsibility for the direction of learning at all times to ensure that the appropriate breadth and balance of the national curriculum physical education is delivered to their pupils.

- All children in Year 4 have a 1 hour swimming lesson each week for half a year delivered by qualified swim teachers.
- Year 4 and 5 children have support from a PE Specialist throughout the year training children to become sports leaders.
- Some year groups will have lesson delivered by Kick London with trained sports coaches.
- The school employs a sports coach for 2 days a week through sports premium to support teachers in developing their own expertise in teaching PE.
- As part of the Cumberland Sports Partnership children across the school have access to sports coaches and secondary PE specialists at different times throughout the year.

Wet Weather Policy

In the event of rain, snow or thunder, which makes the teaching of PE outside impossible, the lesson should be cancelled and rescheduled for a day later that week. If the lesson cannot be fitted in later that week of the following week a theory based session should be held in class. Discussions will involve techniques, games, tactics, role models, movements and parts of the body used.

When should outdoor lessons be abandoned?

- 1.) When there is a potential risk to children's safety; if the surfaces are too slippery; or if the children do not have appropriate footwear for the activity.
- 2.) If the teacher deems that the weather will have a detrimental affect on teaching and learning.
- 3.) When the health of any party may be at risk.

Curriculum Guidance

Through the schemes of work provided for each year group it is intended that all pupils will have knowledge, skills and understanding of physical education through five areas of activity:

- Dance
- Games activities
- Gymnastics activities

and 2 activity areas from:

- Outdoor and adventurous activities
- Athletic activities
- Swimming

These areas of activity spread throughout the year group and are displayed in the curriculum map which can be found on the school website.

Through all of these areas of activity we aim to develop the following:

Acquiring and Developing Skills

- To consolidate existing skills and to gain new ones.
- To perform actions and skills with more consistent control and quality.

Selecting and Applying Skills, Tactics and Compositional Ideas

- To plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small group and small team activities.
- To develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness.
- To apply rules and conventions for different activities.

Evaluating and Improving Performance

- To identify what makes a performance effective.
- To appreciate the importance of correct body position.
- To suggest improvements based on this information.

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Knowledge and Understanding of Fitness and Health

- To understand how exercise affects the body in the short term.
- To warm up and prepare appropriately for different activities.
- To understand why physical activity is good for health and well-being.
- To understand why wearing appropriate clothing and being hygienic is good for health and safety.

The Role of the Physical Education Leader

The Physical Education Leader is responsible for development and monitoring of the PE Curriculum and specifying, maintaining and ordering appropriate resources in order to facilitate its delivery. They are responsible for

Extra-Curricular

Our ethos on extra-curricular provision at Ellen Wilkinson is quite simple:

We try to provide as many opportunities for as many of our pupils to take part in sports activities outside of school hours. We aim to balance this between competitive fixtures for teams, and recreational opportunities.

Health & Safety

Risk Assessments

The PE risk assessment is reviewed at least annually to ensure it reflects the safest and best practice. All staff are expected to follow the guidance this provides and are sent an electronic copy whilst hard copies are available in the hall and PPA room.

For any events or use of other venues a specific risk assessment is carried out. These must be signed off by a member of SLT in advance.

Equipment

All equipment is inspected quarterly as part of school's SLA with the Local Authority. Any recommendations are immediately actioned.

All staff are expected to carry out a visual check prior to using any piece of equipment and if are in any doubt about its condition it must not be used until advice has been sought.

Safety Practices

Teachers should:

- Demonstrate how to carry and manoeuvre each piece of apparatus in line with the apparatus policy (Appendix 1).
- Demonstrate where and how to grip each piece of apparatus.
- Demonstrate how to lift the apparatus and which way to face as they carry it.
- Demonstrate how to place the apparatus safely on the ground.
- Explain clearly how it should and should not be used.
- Should supervise use of equipment at all times.

Pupils should be taught to:

- Respond readily to instructions.
- Recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practise and during competition.
- Know about the safety risks or wearing inappropriate clothing, footwear and jewellery, and why particular clothing, footwear and protection are worn for different activities.
- Know how to lift, carry, place and use equipment safely.
- Warm up for and warm down from exercise.

Appendix 1 - Apparatus Policy

1. Always progress slowly.
2. Work should be carried out on the floor before applying it to apparatus.
3. Progress slowly from the floor to small apparatus, to linked pieces of small apparatus, to medium pieces and finally to large apparatus.
4. Plan the apparatus layouts in advance, deciding what apparatus is needed and have it placed near to where it is to be used. This should include the use and placement of mats where appropriate.
5. Make sure there is sufficient space around the apparatus.
6. Make sure every child knows how to lift, carry and place apparatus. When carrying equipment children should be facing forward and when lifting should be encouraged to bend from their knees with their backs straight.
7. Teachers should help with different pieces and should check all apparatus before use.
8. Use appropriate height for the children to work at.
9. Avoid overcrowding.
10. The children should sit on the floor away from the apparatus at the beginning and the end of tasks. This prevents fidgeting with the apparatus.
11. Ensure that in every lesson safety requirements are explained to the children and demonstrated even if they are familiar with the equipment being used.
12. Ensure clear procedures are in place for stopping the class quickly and calmly. This should include the expectation that all children should come off of equipment quickly and safely and sit down when told to do so.
13. If necessary put apparatus away after each lesson before the next class from your year group uses it.