

Hindley Junior and Infant School



Policy for Physical Education

Written: March 2019

_____ Signed on behalf of the school _____ date

POLICY FOR PHYSICAL EDUCATION

Document Purpose

This policy reflects the values and philosophy of Hindley Junior & Infant, in relation to the teaching and learning of Physical Education.

Audience

This policy document, having been presented to and agreed upon by the whole staff and the Governing Body, is distributed to all individual members of the teaching staff and school governors. Further copies of the policy are available in the Head Teachers office and the school website. Such distribution ensures the accessibility of the document to visiting teachers, support staff and parents.

What is Physical Education?

Physical Education is a wider curriculum subject within the National Curriculum where children are given the opportunity to develop their knowledge, skills and understanding of the physical activity. This is achieved through a varied process of planning, exploring, practicing, performing and evaluating.

Aims

At Hindley Junior & Infant we aim to provide children with the opportunity to:

- Develop and explore range of physical skills
- Develop positive attitudes towards physical activity
- Develop an appreciation of fair play, honest competition and good sportsmanship
- Learn how to cooperate with each other and work successfully in pairs, groups and teams
- Develop physical and mental coordination, self control and confidence
- Develop self-confidence through the understanding of one's own capabilities and limitations
- Improve social and interpersonal skills
- Have responsibility for their own safety and that of others.
- Positively respond and overcome different challenges.
- Become increasingly aware of the importance of living and maintaining a healthy lifestyle.
- Develop their understanding of the effects physical activity has on the body.
- Participate in a variety of extracurricular activities, which allow pupils to further develop their skills.

Curriculum content and skills

All children at Hindley Junior & Infant will be taught through six curriculum areas:

- Games Activities (invasive, net/wall and striking and fielding)
- Gymnastic Activities
- Dance Activities
- Swimming Activities and Water safety (EYFS, Y1 & Y4)
- Athletics Activities
- Outdoor and Adventure Activities

At Hindley Junior & Infant we believe pupils learn best through the implementation of a skills based curriculum. This approach is also used in PE lessons. The way this is delivered to the pupils is dependent on the Key Stage they are in.

In Key Stage One, pupils are taught to master basic movements outlined in the national curriculum such as: running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Once these skills have been taught children are then given the opportunity to apply them in a variety of activities. For example in games activities children will take part in modified versions of specific sports where they are encouraged to develop their understanding of simple tactics.

In Key Stage Two, pupils continue to develop their understanding through a skills based curriculum. However, the skills are delivered in a sport specific manner. This means that pupils will focus on improving and applying the skills they have previously been taught in Key Stage One in a particular sport; allowing them to develop a broader range of skills and giving them an opportunity to learn how to use them in different ways depending on the sport or activity they are playing. By applying these skills, the pupils will also further develop their understanding and use of tactics in a variety of sporting activities.

In both key stages teachers will provide a balanced variety of tasks including:

- Individual work;
- Paired work;
- Group work;
- Competitive and non-competitive tasks;
- Contact and non-contact tasks;
- Skill development and tactical understanding;
- Evaluation and coaching tasks.

Curriculum Delivery

Since the introduction of the 'Sports Premium Funding' in 2012, Hindley Junior & Infant have worked in partnership with professional sports coaching company 'Academy of Sports' (AOS). The aim of this relationship is to improve the quality of teaching and learning across the school in PE. Each class (unless on a swimming block) has two timetabled sessions in the school hall each week.

Planning

PE planning is carried out in three phases (long-term, medium term and short term). The long term plan is set out by the PE subject leader who will map out the PE topics covered by each class over the year. Medium term plans provide details of the objectives that are to be covered each half term. Short term plans give details of how objectives will be met in the weekly PE lessons. We subscribe to a PE planning tool website called 'PE House'. This website provides medium term and short term plans for each year group and area of the PE curriculum (except swimming).

Differentiation

In PE lessons teachers and AOS staff differentiate following the 'STEP' model:

- **S** – Space – Modify the space being used by increasing and decreasing the area in which a task or skill is being performed.
- **T** – Task – Modify the task by breaking it into steps, repeating the task, or extending/decreasing the time given to complete the task.
- **E** – Equipment – Modify the size, height or layout of the equipment.
- **P** – People – Modify the people involved by having children work alone, in pairs, small groups or as a leader/follower.

PE with SEND children

PE is taught to all pupils, no matter their age or ability. All children should have access to a broad, balanced curriculum that includes Physical Education. Through PE teaching, learning opportunities are provided that enable all pupils to make progress. This is done by setting suitable learning challenges, responding to each child's different needs and when suitable, taking into account the targets outlined in a child's Pupil Action Plan (PAP).

Assessment

Half-termly assessments take place where teachers and AOS staff assess children's work by making judgements as they observe them during lessons. This information is used to inform future planning.

The assessment system used is provided by 'PE House' and is completed by teaching staff and AOS staff.

Health and Safety

The general teaching requirements for health and safety applies to this subject. All teachers are responsible for safety in their own lessons and should therefore manage their environment to ensure health and safety of themselves and others. All children need to become increasingly aware of safety and should be taught the importance of good discipline throughout a PE lesson.

See BAALPE 'Safe Practice in PE' handbook.

Risk Assessment

Regular checks and risk assessments should be made by all teachers as well as ongoing risk assessments. Annual safety checks and repairs are carried out on gymnastic equipment but staff should check apparatus as it is being taken out and used in every lesson. If a significant hazard is identified e.g. an item of broken equipment, it should immediately be taken out of use and reported to the PE Subject Leader.

Clothing for PE activities

Navy blue shorts and white t-shirt, bare feet or pumps (bare feet for apparatus work).

No jewellery should be worn for any physical activity. Exemptions in accordance with BAALPE regulations.

For safety reasons, children under no circumstances should wear socks, tights or track suits on apparatus, as this can be potentially dangerous. Long hair should be tied back.

PE kits will arrive in school on the first day of the half term and stay in school till the end of the half term to ensure all children can participate in PE lessons.

Participation

It is mandatory that children participate in all PE lessons, unless they have a medical reason not to participate. When kit is forgotten they will be lent a school PE Kit.

If for any reason a child is unable to take part in a PE lesson they must complete a non-participation form to explain why they are unable to take part and describe the activities taking place either in written work or pictures/ diagrams depending on their age/ ability.

Equal Opportunities

All teaching and non-teaching staff at Hindley J and I 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.

See Equal Opportunities Policy.