



PE Policy

September 2021

Approved By:	Date: September 2021
Next review Due by:	September 2022
Any signature required:	



All things are possible for those who believe. (Mark 9:23)
Learning together we grow in faith.

Policy Statement and Aims

The purpose of this policy is to ensure a broad, balanced PE curriculum which ensures a coherent and progressive programme with equality of opportunity for all children.

We believe that physical education should involve pupils in the continuous process of planning, performing and evaluating their work. In order to fully develop their physical competence, we aim to provide a continuous balanced programme in the core areas of dance, games and gymnastics, supplemented in Key Stage 2 with athletics, swimming and outdoor/adventurous activities. In physical education we aim to develop children's control, co-ordination, awareness and appreciation of quality in movement. Over time we aim to teach children to become independent learners, who can plan and evaluate performance. We aim also to teach children how to consolidate and develop particular skills by providing opportunities to observe, refine, reflect, interpret and adapt their responses. We believe all children should experience a sense of achievement and success which will in turn foster a positive attitude towards PE and, which will hopefully impact on their adult lives.

The Foundation Stage

We encourage the physical development of our children in reception class as an integral part of their work. As the reception class is part of the Foundation Stage Curriculum, we support the physical development of the children through the PE scheme and also the objectives set out in the Early Learning Goals. We encourage children to develop confidence and control of the way they move and we give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors.

Aims of Physical Education

Children should be taught to:

1. Develop the ability to plan a range of movement sequences, organise equipment and design and apply rules.(Plan)
2. Develop the ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement related activities.(Perform)
3. Improve observational skills and the ability to assess performance.(Evaluate)
4. Develop an understanding of the relationship between PE and health, thus encouraging an active lifestyle.
5. Adopt ideals associated with fair play and good sporting behaviour and to cope with a variety of outcomes, including success and failure.
6. Respond readily to instructions and behave in a considerate, responsible manner showing respect for the safety of themselves and others.
7. Increase mobility and flexibility, to develop stamina, strength, control and co-ordination.
8. Work co-operatively and develop communication skills and use language appropriate to PE when talking about their work.
9. Foster self-esteem through the acquisition of physical competence.

Continuity and Progression

Physical Education is planned as a continuous programme in both Key Stages with blocked units in swimming, athletics and outdoor/adventurous activities at various times in Key Stage 2. The Co-ordinator is responsible for the whole school planning which is based on the Cambridge Scheme of Work thus ensuring adequate coverage and both continuity and progression throughout the school.

Out of School Hours Learning

We aim to offer children a range of after school activities which support and enrich learning in physical education. These include Rugby, Cross Country, Football and Multi skills. Competition is developed through sporting fixtures with local schools and as the school is part of the Middleton School Sports Partnership (MSSP) it is hoped that extracurricular activities will continue to extend and improve.

Equipment and Resources

The hall is time-tabled separately for individual classes. Floors are suitable for barefoot work and there is a range of fixed and free-standing equipment.

Gymnastic equipment is store around the sides of the hall in identified positions.

Games equipment is stored in the PE store at the back of the hall.

The infant playground has painted markings which are used in games lessons and at play and lunchtimes.

As our school field has now been fenced off we are able to utilise this space at all times of the day - during PE lessons and lunchtimes for supervised extra curricular activities, such as cross country training.

The PE co-ordinator is responsible for purchasing and maintaining equipment. All staff are given their own year group lesson plans from the Cambridge Scheme which is stored centrally in the staff room and on the staff O: drive.

Safe Practice

To ensure safe practice and observe rules of good hygiene the following recommendations are made:

Health and safety is made an integral part of children's learning throughout all PE lessons. Children are taught how to carry, store and use equipment safely and appropriately according to their age and ability.

The floor area and apparatus must always be checked by the teacher before all hall lessons.

Other important issues

1. PE kit

For Key Stage 1 - plain, white, round necked t-shirt, black or navy shorts, school hoodie and black plimsolls (for outdoor activities).

For Key Stage 2 - plain, white, round necked t-shirt, black or navy shorts, school hoodie and black plimsolls or trainers for outdoor activities.

During colder weather children may wear jogging bottoms for outdoor games lessons.

2. Lost or forgotten kit

Children will borrow from a central store and not miss the lesson.

3. Hair

Hair that is long enough must be tied back during all PE lessons.

3. Jewellery

No jewellery, earrings or watches are allowed for any lessons. Earrings must be removed (only small studs can be worn in school) Children MUST be able to remove the earrings themselves and they will be placed in a named envelope.

If ears are being pierced this must happen during the summer holiday period so that enough time for healing and removing has occurred.

4. Non participation

The expectation is if a child is well enough to be at school, they should be well enough to participate. Children with injuries (ie broken arm) will be risk assessed. Notes or parental contact needed if a child is not participating in a Physical Education or swimming lesson.

Equal Opportunities and Inclusion

We ensure that all children receive a broad and balanced Physical Education curriculum. Every attempt is made to fully integrate special needs children, including those with impairments, into participating on equal terms with other children. We adapt apparatus and equipment and present open ended tasks which all children can undertake according to their ability. We also provide more challenging tasks for more able pupils and those who are gifted and talented.

Assessment

In Physical Education continuous assessment is undertaken within each area of focus and is an integral part of the teaching and learning process.

Teachers record individuals' strengths and weaknesses over the course of the year and report to parents at the end of that year.

Monitoring and Evaluation

Lesson observations by the co-ordinator will be timetabled (in accordance with the SIP) in order that progress and standards in the subject are monitored. Feedback will be given to individual staff and any areas for development will be reviewed and written into Subject Development Plans as necessary.

Policy review date

This policy will be reviewed and updated annually. The PE co-ordinator is Miss J Hulme and is responsible for its development with consultation and agreement with staff.