

PHYSICAL EDUCATION POLICY

1.INTRODUCTION

- 1.1 Physical Education is a foundation subject within the National Curriculum and is an essential component in Waverley's curriculum. This policy outlines the purpose, nature and management of the physical education taught and learned in our school.
- 1.2 The policy for physical education reflects the consensus of opinion of the whole teaching staff, for the teaching of physical education. It has been drawn up by the P.E co-ordinator at the conclusion of a programme incorporation: detailed audit and purchase of resources; a programme of focused observation of teaching styles and strategies throughout Early Years, KS1 and KS2; an examination of a range of statutory and non- statutory text and guidance; and teacher discussion.
- 1.3 The implementation of this policy is the responsibility of the whole teaching staff but specifically the employed Sports Coach J.Cowling.

2.THE NATURE OF PHYSICAL EDUCATION

- 2.1 Children have within them a powerful drive to engage in physical activity. It is the role of Physical Education to reveal, extend and celebrate this capacity for movement and lead each child to acquiring knowledge about their bodies and to develop skills which will lead to a more active lifestyle, but also produce through physical activity a variety of experiences and outcomes which develop aesthetic, intellectual, moral, social, creative, emotional and artistic facets of the personality.
- 2.2 It is our policy to satisfy the requirements of the National Curriculum orders for Physical Education. Physical Education will be taught through gymnastics; dance; games; swimming and outdoor adventure in ways which encourage the development of physical competence, so that children become effective and efficient in their movements and understand how their body is functioning. Children will take part in activities where they are fully engaged in their learning by being physically active – with periods of sustained physical movement in each area.
- 2.3 The main aims of teaching Physical Education at Waverley is:
 - to promote physical competence to enable children to engage in worthwhile physical activities.

- to promote and develop the values and benefits of participation in physical activity and adapt to healthy lifestyles.
- to enjoy physical activity and develop a positive attitude towards movement activity.
- to promote sporting behaviour and a sense of fair play within a co-operative and competitive context.
- to develop and artistic and aesthetic understanding within development.
- to promote self- esteem by increasing physical confidence.
- to contribute to problem solving skills.
- to develop inter-personal skills and promote the benefits of team membership.
- to forge links with the community and other sporting bodies.
- to provide a safe environment to participate at all times.
- to plan, perform and evaluate a range of physical activity

3. ENTITLEMENT

- 3.1 The school acknowledges its statutory obligation to deliver the National Curriculum for Physical Education in accordance with the Education Reform Act 1988. We believe that every child is entitled to a curriculum that is broad and balanced within the framework of the National Curriculum for Physical Education – enabling children to gain experience of Games; Gymnastic activities; Dance; Athletic activities; Outdoor and adventurous activities and Swimming.
- 3.2 The staff recognises that there is one attainment target for Physical Education. The content of this attainment target is embodied within the end of key stage descriptions. It is recognised that the general requirements for Physical Education in the National Curriculum indicate that all children should be involved in the continuous process of planning, performing and evaluation in all areas of activity. It is also recognised by the staff that the greatest emphasis should be placed upon the actual performance aspect of the subject.
- 3.3 There are specific programmes of study for each key stage.
- Key Stage One: During each year in this key stage.
 - Key Stage Two: During each year in this key stage children will experience games, gymnastics, dance and at points in the key stage they will be taught athletics, outdoor adventurous activities and swimming.
 - Throughout each key stage children will be taught how their bodies are affected by such activities.
 - Children from Year 3 onwards will experience outdoor and adventurous activities through residential visits.
 - Children from Year 4 will experience swimming and lifesaving lessons at a local pool.
- 3.4 Children will be taught to express themselves clearly in speech during lessons.

- 3.5 It is believed that children at Waverley are entitled to a Physical Education which is progressive in meeting the individual needs of each pupil. This requires:
- A high degree of participation in the activities stipulated within the P.O.S for each key stage – revising and revisiting previous learning, and introducing new skills and concepts at appropriate points as the child proceeds through the school.
 - Progressive learning throughout each year of key stage, building upon previous learning through continuity of learning between year groups.
 - Planning, organisation and delivery of progressive movement practices by individual staff.
- 3.6 It is believed by the staff that the performance aspect of Physical Education is of vital importance. Children are therefore entitled to periods of sustained physical activity. This requires:
- Maximising lesson time by adopting appropriate changing routines. From year 3 boys and girls will change separate from each other.
 - Planning well-structured lessons.
 - Undertaking vigorous warm-up activities.
 - Effective management of class groupings.
 - Effective distribution of apparatus and equipment by teacher and children.
 - Participation in practices in which children are involved in sustained physical activity where children are working hard.
 - Appropriate use of the physical environment as a working area.
- 3.7 All children must be given an equal opportunity to participate in all aspects of Physical Education. Consideration should be given to those with Special Education Needs. Appropriate provision should be made and activities adapted in order to allow participation. Judgements made in relation to the end of key stage descriptions should allow for such provision.
- 3.8 Children are entitled to be taught within a safe environment. The staff recognises that appropriate development cannot take place unless the pupils are confident of their own safety.
- 3.9 Children are entitled to be taught in a progressive orderly, stimulating manner, using difference environments appropriate to activity. They are entitled to be taught by enthusiastic teachers who actively promote healthy lifestyles and a high level of subject interest, using a wide range of apparatus and approaches.
- 3.10 All children should have their development monitored and reported continually through observation by class teacher.

4. IMPLEMENTATION

- 4.1 The programmes of study set out in the Statutory Orders form the content of the school curriculum for Physical Education. Each year group has been allocated a specific section of the programmes of study for Physical Education to cover during the year. The activities undertaken are carefully planned by the

class teacher in accordance with this scheme of work. (Note: at this time, a P.E. scheme of work is being compiled by the co-ordinator – during a period of research and discussion with staff). In order to achieve the school's stated aims as set out earlier in the Policy statement and realise the minimum entitlement set out in the programmes of study, children should be taught the main areas of activity, including health related exercise requirements:

Gymnastics

Gymnastics is a core activity in the Physical Education curriculum at Waverley. The aim is to develop the movement potential of each child, making them aware of the versatility for movement which is possessed by the human body and ensuring that each child gains skilful control of their movements. These activities will be practised both on floor and using portable and fixed apparatus. It is intended that children should:

- have the opportunity to explore and discover a wide range of movements.
- to be presented with physically challenging tasks which require them to use their movement capabilities in specific ways.
- to be encouraged to use their imagination and interpret tasks to the best of their ability.
- to be given the opportunity to plan, perform and evaluate as individuals and with others.
- be enabled to produce skilful movements of high quality which they perform with understanding.

Outdoor Adventurous Activities

It is accepted that such activities have a beneficial role to play in the education of children at Waverley. Adventure activity performed within the urban environment and in the countryside is perceived to be a key medium for personal and social development. Participation in such activities contributes towards an awareness of the pupil's feelings and emotional processes, using direct experience as the basis for self-discovery and development. Children should:

- become more aware of and foster respect for themselves. Using activities to allow the individual to move towards a more realistic self-concept.
- explore the nature of community by bringing about a greater awareness of others. Through working and learning in teamwork situations they re-appraise personal attitudes, values and feelings whilst interacting with others.
- take part in challenging pursuits in a variety of environmental settings. Giving children the opportunity to look more closely at the world around them and to be more active within it. Not only fostering respect for the environment but the qualities of interaction between mind, body and landscape.

Swimming

It is recognised that swimming is of vital importance in our society. Not only as a recreational activity which can benefit health and fitness throughout all stages of life, but as a necessary survival technique which no person should be without. Children should:

- develop confidence and competence in water. Encouraging them to develop sensibility and an awareness in water, even when it is possible for them to swim. They will develop the skills required to survive an emergency and gain an understanding of the hazardous nature of water and knowledge of how to react appropriately.
- become proficient in the physical skills related to swimming- enjoying movement and recreation in water through a variety of contexts, thus enabling them as an individual to participate confidently in water-based activities throughout life.

Athletics

It is recognised that there is a great challenge for individuals to meet in their pursuit of personal physical excellence. The benefits and feeling which are derived from driving oneself to performing physically at one's personal best are great. The Olympic motto of "faster, stronger, further" is certainly an ideal for all children at Waverley to strive for. Indeed, athletics is not only regarded as an excellent method for achieving the benefits of greater physical fitness, but also as a means of measuring oneself individually and against others. Children should:

- take part in progressive practices which encourage the performance of a range of adapted running and field events.
- measure their own individual performances and evaluate that of other athletes.

Dance

Dance is a core subject in the Physical Education curriculum at Waverley. It is seen as a mode for expressing the artistic and aesthetic nature of movement, providing the opportunity to explore the emotions and feelings of the child and to develop rhythmic responses to music. The body is therefore regarded as an instrument of expression, and its movement is seen as the medium through which ideas, feelings and images should be conveyed. It is particularly regarded as an excellent method of extending cross curricula links to Physical Education. Children should:

- respond rhythmically to a variety of stimuli, creating their own movement sequences and practicing traditional dance from their own and other cultures, both ancient and modern.
- to perform a wide variety of controlled movement patterns while expressing a range of moods, feelings and emotions appropriately in well planned sequences.
- evaluate their own movements and becoming aware of the aesthetic quality of physical movement, using appropriate language and appreciating the work of others as they respond to a range of stimuli in a variety of dance contexts.
- use Dance to consolidate and extend the work being done in other curriculum areas.

Games

Games is a core activity in the Physical Education curriculum of Waverley's. It is appreciated that we all have within us the strong inclination to play. This maybe the unstructured and spontaneous individual response of a young child or a well

organised team activity. Whatever the context for such play, games are regarded as an ingredient in our lives. It is not only an exciting means of maintaining health and fitness, but also a medium through which the intrinsic reward of participation in a movement activity, or the refinement of a particular movement skill can be gained. It is significant also because of the values, attitudes and feelings that can be fostered through playing in a game with others. Children should:

- become accustomed to the rules, etiquette and language associated with a variety of invasion, net, fielding and striking games.
- become confident in the planning and performance of the variety of skills which make up such games. Taking part in progressive practices which contribute towards children developing participation in adapted small sided versions of more recognised games.
- work positively as a team member, learning how to compete and co-operate appropriately with others and evaluate aspects of performance.

Health Education

The need for children to adopt health lifestyles is essential to all at Waverley. It is recognised that attitudes and patterns of behaviour established during childhood often extend into adult life. The school does not yet have a Health Education policy (coming on-line in near future) but it is recognised that this area links very closely to Physical Education. Health related aspects of each area of activity should therefore be emphasised whenever appropriate. Not only should we be emphasising the effects of exercise upon the body, but through a cross curricula approach, individual teachers should plan to use Physical Education in order to emphasise the importance of other health related issues. Children should:

- be provided with information about factors which influence health at appropriate times. Covering aspects outlined in the programmes of study and utilising Physical Education to highlight other cross curricula health issues.
- promote healthy lifestyles and make children aware of the need to make healthy choices.

4.2 Health related aspects of Programmes of study will be taught throughout each key stage. Safe practices and a positive attitude to physical activity will be promoted continuously.

4.3 The class teacher will adopt appropriate routines for changing activity, thus ensuring the maximum time is being spent on sustained physical activity and an orderly approach to the lesson. Consideration will be given to Year 6 pupils regarding changing facilities. This will be under the discretion of the class teacher.

4.4 Teachers and children alike will dress appropriately for activity. All children must wear shorts and T shirt (as stated in staff handbook). Plimsoles may be worn for work outdoors. Ideally, children should be barefoot for gymnastics – unless a medical condition prevents this. Trainers or regular day footwear are not suitable for indoor activity. The co-ordinator will supply children with kit if they occasionally forget. All teachers should ensure this dress code is followed. No jewellery is allowed and all watches must be removed.

Afterwards they must change back to school clothes (unless participating in an extra-curricular sporting activity) and they must not come to school in kit.

- 4.5 Each lesson will begin with an introductory period of warming up; it will continue with skill development practices; it will conclude with a period of warm down and reflection.
- 4.6 Children will be taught in a variety of contexts. This will involve group work; whole class activity; in relays and in teams; partner work; and individual activity. They will be made aware of the importance of improvements in performance; relationships between performers; making judgements and health related exercise. These aspects will reflect the process of planning, performing and evaluating.
- 4.7 Children will become encouraged to plan, perform and evaluate their own work. Where appropriate they will act as an audience and look for positive aspects in work of other children.
- 4.8 All lessons should involve the maximum participation of all the children and children are required to work physically hard for such periods.
- 4.9 Teaching styles and techniques adopted in Physical Education lessons should be appropriate to the intended outcomes of the lesson. Children should be made aware of what is expected prior to the session and how these learning outcomes are to be achieved.
- 4.10 The staff recognises the importance of teacher and pupil demonstration of particular movement patterns as an effective learning tool in P.E.
- 4.11 Teachers will effectively manage both pupils and equipment to ensure an orderly and safe learning environment which maximised sustained physical activity.
- 4.12 Children will respond immediately to commands by teacher. These may be verbal or otherwise.
- 4.13 Teachers will ensure that children enjoy their physical activity.
- 4.14 Children will use a variety of apparatus and equipment. Teachers and children will become familiar with the use, care and handling of such equipment.
- 4.15 Health related aspects of programmes of study will be emphasised and reinforced by class teachers at appropriate points during the year.
- 4.16 Fair play and sporting behaviour will be encouraged at all times alongside a healthy competitive spirit. It is recognised that both factors have a considerable influence on the nature of physical activity. Indeed, competitive activities as learning strategies will be well balanced against co-operative and on-competitive activities to extend movement development.
- 4.17 Dance activities will be approached through a thematic approach, but other areas will involve a skills-based approach to learning.

- 4.18 Teachers will be actively involved in all lessons, positioned on the margins of the working environment and ensuring children are undertaking correct procedures – focusing on more individual aspects of work and highlighting teaching points at appropriate times.
- 4.19 The development of physical skills is as important in Nursery as in Year 6.
- 4.20 Those not taking part in lessons for medical reasons should be actively involved as observers, so that that can re-join the class more easily at a later date.
- 4.21 Children with Special Educational Needs should be integrated into activities on an equal basis with other children and tasks should be adapted accordingly. Likewise, children with especially well-developed movement skills will be suitably extended.
- 4.22 Where possible, lessons should ensure equal interest for boys and girls.
- 4.23 Appropriate language specific to movement activities should be used by both teacher and pupils.
- 4.24 Extra curricula activities should be delivered in the same manner as curriculum lessons and expectations in terms of performance and behaviour will be the same. The staff believes that those who exhibit an interest in extending their movement skill through extra curricula activity should have that opportunity through school teams, clubs and coaching sessions. Indeed, the aims of such activities are consistent with those stated as the aims for Physical Education. Children attending after school clubs must be collected by parents or a note sent to the teacher involved.
- 4.25 Missing Physical Education lessons should never be used as a sanction for misbehaviour.
- 4.26 A letter must be received from a child if they are missing a lesson for medical reasons.

5. SAFETY

- 5.1 It is recognised that there is potential for accident or injury in all aspects of Physical Education and that is the individual class teacher's responsibility to ensure that all risks are minimised. Safety is our first and highest priority at Waverley.
- 5.2 The class teacher will check the working environment, apparatus and equipment prior to any lesson. Anything that might be a potential hazard or not in full working order will be discarded from use and reported to the co-ordinator or Headteacher.
- 5.3 All large apparatus will be checked on an annual basis by contractors employed by the local authority. If staff use such apparatus they must conduct their own inspection prior to use and if they observe damage to such equipment they will report this also to the co-ordinator or Headteacher.

- 5.4 Children are expected and encouraged to behaving in a considerate, respectful and sensible manner whilst undertaken movement activities. Class teachers will emphasise appropriate behaviour throughout and reinforce directions which will encourage safe practices.
- 5.5 Sound generated physical activities will be kept to sensible level depending on activity and teachers will avoid practices which might over excite pupils.
- 5.6 Teacher will ensure that children of all ages are trained to handle apparatus and equipment safely. Teachers will supervise children if they are returning equipment to storage room. P.E. co-ordinator will be holder of key and must be returned afterwards.
- 5.7 Teachers will ensure that equipment is used according to its intended application and according to planned outcomes.
- 5.8 Children must be supervised at all times during any Physical Education activity. Ill-discipline or behaviour which might affect safety will result in exclusion from the activity and then expulsion from the working environment. Such children must report to the Headteacher or stand outside the hall. They must not be sent to the classroom alone. After discussion with Headteacher a letter may be sent to parents. Future conduct will be monitored carefully.
- 5.9 In cold or inclement weather outdoors, the class teacher must check equipment, footwear, dress and surface area for suitability.
- 5.10 A register of attendance will accompany those classes who undertake swimming lessons. Children with medical conditions should be made known to those in authority. Likewise, those involved in coaching sessions and clubs directed by other bodies, will be made aware of children with medical conditions. **Inhalers must be taken to the area where physical education will take place that day.**
- 5.11 Children excluded from swimming lessons for medical or discipline reasons must not remain in changing rooms alone. They must return to viewing gallery of pool or poolside.
- 5.12 If an accident occurs during an activity child should be made aware of how to act appropriately – stopping work immediately and sitting away from any potential hazards. If the accident is serious, extra assistance should be sought from the head or a qualified first aider. An appropriate entry should be made in the accident book and a review of the incident should be undertaken by class teacher.

6. ASSESSMENT

- 6.1 Throughout each key stage class teachers will undertake assessment within areas of activity in accordance with the assessment policy of the school.

In Early Years via the 2Simple software

In KS1 and LKS2 via e-book.

In UKS2 by recorded/written/photographic book.

Teachers will report to parents on each pupils' progress in Physical Education within the end of term report. This will involve a description of what the child can do in Physical Education.

7. REVIEW

7.1 The Headteacher and stall will review each section of this policy in due course and any suggested amendments will be made and presented to the Governors at a time thereafter.

8. REVIEW

This Policy was informed by reference to:

Key Stage 1 and 2 of the National Curriculum (Dept of Education and Science) 1995;

Expectations in Physical Education: A review of inspection findings 1993/94
(OFSTED)

Safe Practice in Physical Education (British Association of Advisors and Lecturers in P.E) 1995:

Last reviewed: September 2019

Next review: September 2022