



PE Policy 2019-2020

ALVERTON COMMUNITY PRIMARY SCHOOL

PHYSICAL ACTIVITY POLICY

AIMS

We see physical education as an exciting, enjoyable, exploratory and challenging experience through which we hope to develop in our young children a desire to be physically motivated in an active, safe and creative way. We aim to achieve this by offering a broad and balanced curriculum capitalising on their enthusiasm and spontaneity. We aim to promote enjoyment in the understanding of exercise for all pupils and staff as a vital part of understanding the need to develop a healthy lifestyle.

We will endeavour to provide approximately 2 hours of high quality physical activity each week.

PURPOSES

The objectives of teaching P.E in our school are:-

- To ensure that enjoyment is experienced through Physical Education.
- To provide opportunities for all children to experience success, and make progress including children with Special Education Needs.
- To promote the physical development of each child by helping foster the value and benefits of worthwhile physical activity both at school and throughout life.
- To begin and develop physical co-ordination enabling children to perform efficiently, creatively, effectively and safely, learning through action, exploration, awareness and observation of others.
- To encourage children to become co-operative workers and help them cope with success and failure in competitive and co-operative physical activity.
- To develop an awareness that it is important to be physically active to improve health and well being and to develop an understanding of why the body needs exercise to be healthy and recognise and describe how their bodies feel during exercise.
- To develop thinking skills in problem solving activities.
- To develop speech and communication skills through working with others in planning and evaluating their work.
- To develop listening skills in respecting ideas and suggestions of partners or group members.
- To encourage children to select and apply skills appropriate to specific tasks, and to practice and repeat simple movements.
- To encourage children to evaluate and improve their own and others performance.
- To provide support where individual children have particular gifts or talents.

EQUAL OPPORTUNITIES

'All children in our school will be treated with respect and dignity irrespective of race or sex, disability or other status'.

In Physical Education children with disabilities will be given every opportunity to participate in challenging, appropriate and enjoyable activities as is their entitlement.

The **diversity** of the activities will allow every child access to a curriculum through which they can develop competencies fundamental to being physically educated.

The **equality** of access for all children will be considered in the time allocated for involvement and activities offered.

We will do this by:

- Mixed groupings
- Variety of teaching approaches and learning situations.
- Acknowledgement of different skills levels, experience and knowledge and understanding.
- Strengthen auditory cues for children with hearing impairments.
- Highlight visual cues for children with visual impairments.
- Modify equipment e.g. size, texture of balls, broad-faced striking equipment, altering height of equipment.
- Modify task, reduce level of complexity and difficulty.
- Break down of tasks e.g. introduce component parts gradually.
- Extending support for gifted and talented children.
- Visual prompts for children with speech and language considerations.

PLANNING – We aim to provide a balanced programme of physical education with built in continuity from Foundation Stage to Key Stage 2 .

Long term plans are based on an annual programme. They cover games, dance, gymnastics, swimming and athletic activities. Units are taught in half termly blocks to ensure progress and coverage of units. In a mixed year group allowances are made for overlap of each year group with an emphasis on refinement of key skills.

Medium term plans will be based on AfPE PE Core Activities. Planning sheets will be used to ensure coverage of selecting and applying, acquiring and developing, health and fitness, evaluating and improving performance.

ASSESSMENT

We "believe" that self-assessment is paramount in enabling children to become adept in evaluating and improving. Any significant breakthrough in specific skills acquisition will be noted by the teacher in his/her ongoing assessment file.

A class assessment sheet based on Core Activities will be completed at the end of each unit.

When possible digital/video cameras will be used to capture significant moments. P.E Coordinator will monitor once a term.

DIFFERENTIATION & CHALLENGE

We will endeavour to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

In Games - problems and challenges will be presented e.g. Can you achieve the same results by changing the size and shape of your ball?

What will happen if you make the target narrower?

In Dance - Can you change the level or direction, speed, weight?

In Gymnastics - Can you extend your sequence to link 4 movements?

Can you apply it to apparatus?

EQUIPMENT & RESOURCES

Resources to support the teaching of P.E are kept in a central area which is accessible to children under adult supervision. We expect children to set out and put away equipment under adult supervision as part of their learning. The children use the school field for games and athletics activities and the local pool for swimming lessons.

FOUNDATION STAGE P.E.

Foundation stage children need a wide variety of movement experiences, which should be accessed through play, using the objectives set out in the early learning goals.

We provide opportunities to undertake regular activities which offer appropriate physical challenge both indoors and outdoors.

Once the children have had maximum opportunity to handle, explore and discover use of apparatus and space, only then should more teacher-directed activities take place.

HEALTH AND SAFETY

We expect the children to change for PE into the agreed clothing for each activity area. Jewellery must be removed or covered for PE. Boys and girls are given separate changing areas when appropriate. We continually encourage children to consider their own and others safety. Staff are encouraged to wear appropriate clothing for P.E.

EXTRA CURRICULAR ACTIVITIES

The school can provide a range of PE related activities for the children at the end of the school day. These encourage children to further develop their skills in a range of activity areas. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games, and allows the children to put into practise the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

THE ROLE OF THE PE CO-ORDINATOR

The P.E. Co-ordinator should:

- Take a leading role in developing, implementing, monitoring, reviewing and updating the P.E. policy and guidelines;
- Be available to advise in the development of schemes of work designed to ensure continuity and progression in P.E. throughout the school;
- Support colleagues with planning, teaching and assessing;

- Help to arrange Staff Development;
- Order, organise and monitor equipment and resources for safety and replacement;
- Liaise with other members of staff to identify needs for budgeting;
- Keep up-to-date with new developments and disseminate information to colleagues as appropriate;
- Liaise with other P.E. Co-ordinators and outside organisations;
- Co-ordinate visits by guest coaches.

CODES OF PRACTICE

1. Walk into the hall quietly; sit in a space unless other action has been specified.
2. When the type of lesson has been established begin appropriate warm up activity.

Lesson concludes with an appropriate cool down activity.

3. Behaviour expectation is in accordance with whole school behaviour policy.

DRESS

1. Indoors - bare feet(plimsolls/trainers for games) black shorts, white or red T-shirt.
2. Outdoors -black shorts, white T-shirt, black jogging bottoms, red top, trainers.
3. Hair to be tied back. No jewellery.

<u>USE OF APPARATUS</u>	
1	Children should be taught how to lift and position apparatus safely: <ol style="list-style-type: none"> a) Wooden benches and planks one child at each end. b) Box top - 3 children at each side. c) Red stools - 2 children at each side. (3 each side for largest stool) d) Mats - 4 children one at each corner. Mats stored colour to colour in mat trolley which is opened by an adult. e) Ropes pulled by one child and guided by another. f) Children to be seated around the edge of the hall. g) Fire doors and hoses to be kept clear of equipment.
2	Children should not touch each other whilst performing unless part of task.
3	Apparatus used should be appropriate to skills taught in floor work.
4	Discourage shouting, persistent offenders to miss 5 minutes of lesson.
5	Individual ropes to be used for climbing only.
6	Children should be taught how to disembark safely from equipment taller than themselves.
7	Teacher should move on periphery of hall to gain an overview.
8	Linking movements between the floor and apparatus should be encouraged to avoid queues.

<u>CROSS CURRICULAR LINKS</u>	
1	LITERACY - creative language, imaginative thought, speaking and listening, drama, communication.
2	MUSIC - rhythm, composing, mood, world music.

3	ART - colour to express moods, feelings emotions, pattern, shape, line.
4	NUMERACY - count, measure, record results, explore shape, space, turn, pattern, angle, problem solving.
5	SCIENCE - examine effects of exercise on bodies, naming body parts.
6	DESIGN & TECHNOLOGY -create moving pictures, kick, jump, strike, catch.
7	ICT - Use digital camera, video camera to capture performance, analyse, evaluate, watch others perform e.g. Coppelia
8	INTERNET - extract information e.g. location of activity centres.
9	RE - dance, festivals, celebrations from other cultures.
10	GEOGRAPHY - directions, mapping sequences.
11	HISTORY - moods, feelings, lives of famous people - Grace Darling / Florence Nightingale.

This Physical activity policy forms an integral part of the S.D.P and endorses our policies on equal opportunities, SEN and inclusion. It will be monitored and reviewed by all staff and governors to ensure it is effective and workable in meeting the diverse needs of our pupils.

PE Co-ordinator : Miss J Adams