



# Physical Education Policy

<b>Governor Committee Responsible</b>	<b>TEACHING AND LEARNING</b>
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<b>Head Teacher Signature</b>	

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Physical Education is one of the foundation subjects of the Key Stage 1 National Curriculum and is one of the Prime Areas of the Early Years Foundation Stage; Physical Development. It is concerned with developing children's physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and, a knowledge of the body in action. Physical education provides opportunities for children to be creative, competitive and to face up to different challenges as individuals, in a group and in teams. It promotes positive attitudes towards active and healthy lifestyles. Children learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.

At Heather Ridge our objectives are:

- to develop agility, balance and physical co-ordination and application of these in a wide variety of activities
- to develop confidence and competence in physical activities
- to develop the ability to express feelings through movement
- to learn and follow safety rules and procedures
- to be aware of the changes that occur to their bodies when exercising
- to work co-operatively with others in pairs and small groups
- to engage in competitive, multi-skill activities
- to develop an understanding of how to keep fit and healthy

To support these objectives and meet the legal requirements of the National Curriculum our scheme of work is based on the programme of study contained in the Statutory Orders for Physical Education.

In preparation for Key Stage 1, Year R pupils programme of work is based on the Early Years Foundation Stage. This is a primary area which supports all other areas and ensures pupils receive many physical experiences e.g. activities which promote control and co-ordination in large and small movements safely negotiating space, that prepare them for Key Stage 1.

In Key Stage 1 children are provided with a broad range of opportunities to develop their fundamental movement skills; balance, agility and coordination. The element of competition is introduced and each half term the activities become increasingly more challenging.

**There are 6 main areas of study in Physical Education in which these opportunities are provided:**

- Games
- Gymnastic
- Dance



- Real PE
- Swimming
- Yoga

## **Games**

Children are taught to travel with, send and receive a ball and other equipment in different ways. They are taught to move skilfully in a variety of ways and develop their agility and coordination. They are given opportunities to develop these skills and use them in playing simple competitive games – both against self and others. These activities are both indoors and outdoors.

## **Gymnastic**

Children are given opportunities to perform and practise basic elements of gymnastics, balance and control, both on the floor and using apparatus.

## **Dance**

Children's dance experiences enable them to develop control, co-ordination, balance, poise, strength and stamina and an ability to express and communicate ideas and feelings.

## **Real PE**

Provides a fun and simple to follow Primary PE Scheme of Work and support for Early Years Foundation and Key Stage 1 practitioners that give them the confidence and skill to deliver outstanding PE. Real PE is a skills based curriculum that always allows progression for children no matter what level they are on.

## **Swimming**

During the second half of the summer term all children have swimming lessons supported by a qualified swimming instructor who provides a range of activities to develop children's water confidence. The children work towards their next swimming level badge.

## **Yoga**

In Year 2 the children take part in Yoga with their own Yoga mats. They learn the importance of relaxation and learn how to stretch their bodies while improving their strength.

## **Learning and Teaching**

PE is planned and taught both as a discrete subject and across the whole curriculum. The planning for PE lessons identifies explicitly the skills, knowledge and understanding our children will experience, with the subsequent activities provided, supporting the learning



objectives. Depending on the physical activity provided, children can be taught individually, as a group, or as a class. We also recognise the positive impact physical education can have on other subject areas and behaviour and ensure it is integrated into all areas where appropriate.

## **Equal Opportunities and Special Educational Needs**

All children, regardless of race, gender and ability have equal access to all PE activities and work at their own pace. Appropriate provision is made for pupils with educational needs, physical disabilities and those who wear religious articles of clothing, ensuring that they can perform at their own level.

Children work at their own pace and are encouraged to participate in every area of physical education. Support is given to those who require it and the more-able are extended to achieve their potential.

## **Health & Safety**

Safety is paramount when planning PE activities.

First Aid equipment should be available, and all staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from Asthma must be readily accessible in the medical room.

All staff must be fully aware of the points made within this section and the school's health & safety policy and stick rigidly to these points.

Teachers should be aware of medical conditions and necessary treatment of children in their class, e.g. asthmatics, epilepsy and diabetes, etc.

## **General check points**

- Teachers should wear appropriate footwear and clothing and lead by example.
- Children should wear the school PE kit. Indoor work should be in bare feet and pumps or trainers for outdoor activities.
- Children will change in the classrooms and ensure shirts are tucked in.
- All items of jewellery should be removed (except religious bands) before PE.
- Long hair should be tied back and bulky hair bands and slides etc. should be removed, especially for Gym.
- Children should wear glasses if necessary.
- Non-participation in PE should be strictly according to medical advice. These children should still be involved as reasonably as possible in the lesson.
- Children walk quietly and safely to the hall or outside.



- Care should be taken to avoid the risk of sunburn in hot weather.

Regular checks should be made on all equipment. The PE subject leader should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately.

All large items of equipment are inspected annually by an independent organisation under a contract. Children should be taught how to move and use apparatus safely under the supervision of a teacher. Teachers must act as a role model and wear suitable and safe clothing and footwear for the activity.

### **Resources**

The games resources are stored in a PE shed. They include various balls, quoits, bats, ropes, bean bags, hoops, stilts, and cones. The large apparatus and gymnastic mats are stored around the hall for easy access and include wall bars, ropes, tables, benches, balance beams and planks. All equipment is regularly checked with large portable equipment annually checked by a professional equipment engineer.

Pupils are taught to put out and put away the apparatus under supervision and with a strong emphasis on safety awareness e.g. number of children to move a bench and the correct way to carry it.

### **After School Clubs**

After School Clubs are open to all who wish to attend. They offer the opportunity to train both for enjoyment and to learn and enhance key physical skills. The school currently provide a football club, rugby club, Judo, Cheerleading and Gymnastics for all to enjoy. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities home at the beginning of each term. We also offer a lunch time club to all children each week as provided by Premier 360. During the second half of the summer term the swimming pool is available for all pupils to use after school.

### **Role of the Subject Leader**

The P.E. Co-ordinator's responsibilities are outlined in his/her job profile. She/he is responsible for resources, supporting staff and monitoring the P.E. curriculum. They also need to continually assess the PE provision in order to achieve Star Mark recognition from Surrey. She/he attends meetings if applicable and informs staff of latest developments. She/he liaises with other schools and teachers to arrange events such as Multi Skills Competitions, Sports Day, and Mini Olympics.