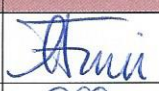
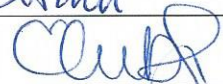


Physical Education Policy

Policy Number : POL-CURR-008

Issue : 2

Status : APPROVED

APPROVED	Date	Name	Signature
School	24 APRIL 2014	A FINN	
Governing Body	24 APRIL 2014	E. GIBSON	



CHANGE HISTORY

Issue Number	Issued On	Next Review Due	List of Changes
1	2007	2010	Initial Release
2	April 2014	April 2016	Amended in review of Subject leader training



1. Introduction and Subject Definition

We, at Kettlefields Primary School, believe that physical education makes a valuable contribution to the whole school curriculum. Pupils are involved in developing their skills, knowledge and understanding within a range of physical activities so that they can perform with increasing competence and confidence. Physical education provides the opportunity for pupils to be creative, competitive and work together cooperatively in a variety of different contexts. The different learning experiences within physical education encourage spiritual, moral, social and cultural development alongside personal growth in terms of self confidence and self esteem. The physical education experience provides intellectual and physical challenges which promote positive attitudes to learning and leadership skills. Physical education teaches pupils the importance of physical activity and its contribution to a healthy life style.

"PE is about pupils learning about themselves, their capabilities, their potential and their limitations. It is the foundation of all sports participation but it goes beyond the individual and understanding themselves – it's learning how to work with and respect others." (Lucy Pearson – England cricketer and teacher)

2. Aims

Physical Education enables children to:

- develop physical competence and to help promote physical development
- develop an appreciation of skilful and creative performances across the areas of activity
- know about, value and understand the benefits of participation in physical activity whilst at school and throughout life
- produce both creative and skilful solutions to problems
- grow in self confidence and personal satisfaction through involvement in physical activity
- develop personal and social skills, including cooperation and sensitivity to others
- develop qualities of commitment, fairness and enthusiasm
- develop planning, performing and evaluating skills in all areas of the P.E. curriculum
- improve personal physical skills as well as team performance
- have regard for instructions, rules and to be able to put these into practice for safety at all times
- understand and recognise the effects of physical activity on their bodies and the health benefits of an active lifestyle
- develop positive attitudes towards physical activity
- develop an awareness for health and safety within their surroundings as well as the school's dress code for physical activity

3. Curriculum Organisation

Pupils at Kettlefields Primary School will be taught the Programmes of Study for:

- Key Stage One through Dance, Gymnastics and Games.



- Key Stage Two through Dance, Gymnastics, Games and Athletics. In year 3/4 swimming lessons will be provided for a term. Catch up swimming lessons may be provided for those children not achieving the statutory requirement. In addition, some aspects of Outdoor Adventurous Activity will be covered through enrichment activities i.e. residential trips as well as during PE lessons.

Furthermore, there are a broad range of extra-curricular activities available for pupils to continue to develop their skills and knowledge as well as the opportunity to experience new activities and games including Multi-sports, gymnastics, football and Street dance.

4. Continuity and Progression

Within the physical education curriculum the following four areas of content are identified which are taught in and across all areas of activity:

- a) acquiring and developing skills;
- b) selecting and applying skills, tactics and compositional ideas;
- c) evaluating and improving performance;
- d) knowledge and understanding of fitness and health.

This content provides the basic framework for continuity and progression.

Continuity refers to the repetition and consolidation of essential elements that underpin the physical education curriculum, for example:

- a) basic skills and body control required in the different areas of activity e.g. sending and receiving in games, body tension and extension in gymnastics, rhythmical movement and expression in dance.
- b) Linking movement together e.g. series of actions into a sequence, collect, travel and pass a ball.
- c) Rules and procedures for safe activity e.g. handling apparatus in gymnastics;
- d) Preparation and recovery from exercise e.g. warm up, cool down, stretching
- e) principles of health related exercise and an active life style;
- f) observation and evaluation of physical activity to improve performance.

Progression of physical learning experiences will be related to physical growth and development, as well as key principles underlying the progression of material within an activity area. Progression should be based on providing pupils will progressively challenging but realistic learning experiences, which reflect their physical, social, cognitive and emotional stage of development. The basic principles of changing space, equipment, people and the specific movement activity will provide the framework for progression. For example in gymnastics progression will be achieved by increasing the difficulty of the movement, combining movements into a movement phrase or sequence, taking the movement/sequence onto a single piece of apparatus or combined apparatus and by adding a partner/group. Pupils planning and evaluating skills will also be developed through progressive learning experiences. Progression will be based on the complexity of the task, people involved and the detail of either the planning or analysis required.

The STEP framework offers a format to help adapt activities so that children can achieve success and make progress in physical education and school sport.



STEP stands for:

Space – where the activity is happening?
Task – what is happening?
Equipment – what is being used?
People – who is involved?

In addition, the four content areas of the National Curriculum (2000) outlined above are embedded within each key stage and the eight levels of attainment, providing a framework for progressive learning experiences and assessment.

5. Time Allocation

We believe that it is important that children should have two PE sessions per week. The recommended time allocation of 2 hours reflects the Government's target of physical education and school sport within and beyond the curriculum. Weather and activity permitting, outdoor PE sessions are encouraged.

6. Teaching and Learning Strategies

Teaching and learning strategies used within physical education reflect whole school policy, teacher/pupil expectations, activity specific differences and safety issues. National Curriculum programmes of study demand a range of teaching and learning strategies to be utilised within all areas of activity. Pupils need to be involved in performing, selecting and applying, evaluating and using the information to improve the performance and developing their understanding of fitness and health. For example, teach open/divergent tasks which provide pupils with the opportunity to explore, create and solve problems. Also, closed/practice type tasks which enable specific skills to be developed and refined; observation and evaluation tasks which provide the opportunity for pupils to develop their knowledge and understanding of what makes an effective performance and use the information to improve.

It is acknowledged that in physical education the skills, which can be taught to pupils, depend on their stage of development as well as inherent ability. It is therefore important that teachers differentiate their material and resources to meet the needs of individual pupils whilst still challenging their ability.

All teachers are responsible for:

- a) developing units of work and lesson plans which reflect a range of appropriate teaching and learning experiences for their pupils;
- b) ensuring pupils are involved in acquiring and developing skills, selecting and applying skills, tactics and compositional ideas, evaluating and improving performance and developing their knowledge and understanding of fitness and health;
- c) maintaining high standards of performance and behaviour within all areas of activity;
- d) developing pupils understanding of safety issues related to P.E including safe handling of apparatus, standards of behaviour and risk assessment;
- e) ensuring all pupils change into appropriate P.E clothing prior to participation, tie back long hair and remove all jewellery; (refer to Health and Safety section in the policy)
- f) including within every lesson appropriate/safe warm up and cool down activities;
- g) creating and maintaining a safe working environment for all pupils.

7. Resources

The majority of PE equipment is kept in the hall. Other outdoor PE equipment is stored in the shed. Some specific equipment for the Foundation Stage either in the classroom or outdoor storage areas. Equipment is updated as funds allow. Any specific equipment needed or is damaged this should be reported to the PE subject leader. It is the responsibility of all teaching staff to ensure that the PE equipment is returned to its proper resource base after a lesson.

TOPS Cards and Schemes of Work are available from the PE Subject Leader.

8. Contribution to other areas of the Curriculum

Physical education contributes to personal, social, moral and cultural education for example, by encouraging positive attitudes to physical activity and building self esteem through the development of physical confidence and competence, etiquette in games, traditional dance and working in pairs, groups and teams. Physical education can also contribute to the development of literacy skills through speaking and listening. Physical education requires pupils to absorb, understand and respond both physically and verbally to a variety of information using appropriate technical vocabulary. Physical education contributes to other specific subject areas such as:

- a) music in providing pupils with the opportunity to respond to music and recognise musical elements;
- b) science in providing pupils the opportunity to understand the effects of exercise on the body
- c) mathematics and problem solving - in providing pupils with the opportunity to measure performance, understand shape and relationships including symmetry and asymmetry; through structured open-ended task which allow pupils to explore, plan, perform, reflect and adapt their response in relation to the set task, individually and in different size groups
- d) health education in providing pupils with the opportunity to appreciate the need for personal hygiene and the benefits of a health life style.
- e) humanities: e.g. Tudor/Indian/African Dance.
- f) English – responses to poetry and prose.
- g) Spiritual and cultural development can be addressed through the exploration of thoughts and feelings in relation to a range of cultural contexts such as appreciating dance from different cultures, countries and beliefs.
- h) IT – through the use of digital imagery within the evaluating and improving aspect and using information from the internet to develop knowledge and understanding of skills, tactics and compositional ideas.

Physical education can be used to promote other aspects. These include:

- Thinking skills – through exploring, planning and creating movement responses to set tasks, reflecting, evaluating and then refining/adapting their performance, practically and orally sharing their work/ideas with others
- Enterprise and entrepreneurial skills – through encouraging the willingness to explore and consider alternative ideas and views in dance and gymnastics; to develop pupils' social skills, self confidence and independence
- Work-related learning – to develop understanding of the different roles within physical education and sport e.g. referee, coaches, choreographer, sports journalist
- Education for Sustainable development – through developing an understanding of health and fitness and utilising this knowledge to make informed decisions about adopting a healthy lifestyle and life-long learning.

9. Health and Safety

This is key within the teaching of physical activity and all pupils must be made aware of all safety issues related to physical education including the assessment and management of risks.

Physical education demands a higher level of care due to the nature of the subject, which is met through fulfilling their responsibilities within the teaching and learning strategies section of the policy.

- Clothing and footwear for indoor, outdoor and swimming activities (bare feet are required for specific dance activities and for gymnastics however footwear is needed for games, Street dance for example)
- Jewellery and long hair (No jewellery is allowed at all. Earrings are not to be covered with tape and should be removed by the child. If the child is unable to remove earrings the activity needs to be adapted for safe participation and individual risk assessments need to be considered. Long hair should always be tied back and the children are responsible for the hair tie)
- Changing procedures plus movement to and from the activity venue (It is at the teachers' discretion whether the boys and girls should change separately and be aware of the implications of this. Children need to be wearing footwear at all times when moving to/from venues)
- Spare kit. (If a child has forgotten their kit, spare clothing will be available to ensure their participation)
- School shoes (Children are advised to wear specific trainers or plimsolls for physical activity however it is at the teachers' discretion to evaluate if the child has suitable footwear to participate safely)
- Safe handling and use of all equipment will be taught and encouraged at all times. For example specific procedures for lifting, carrying and placing apparatus correctly:
 - a) bend knees, back straight to lift and lower;
 - b) always travel in a forwards/sideways direction – be able to see in the direction they are travelling;
 - c) placement of apparatus carefully in position;
 - d) carry apparatus at waist height, not lifted high.
- Teacher must establish safety rules and procedures with pupils e.g. checking of the apparatus prior to use, starting and stopping signals, stopping and moving off apparatus to sit and listen to instructions.
- Teachers check equipment and the working space prior to the start of activity to ensure the teaching/learning environment is safe. Any damaged equipment or gymnastic apparatus is reported to the PE subject leader and removed and/or labelled and not used. An inspection of the P.E. apparatus including the outside adventure play equipment is completed annually by an external contractor.
 - a) Safe preparation is an integral part of every lesson. The warm up will involve:
 - b) mobility exercises to prepare the joints;
 - c) pulse raising activities to prepare the cardiovascular system;
 - d) stretches to prepare the muscles and associated ligaments/connective tissue.

Specific muscle groups should be used that relate to the anticipated activity and bring about a full range of motion.

The warm up should be gradual and sufficient to increase muscle/core temperature without causing fatigue or reducing energy stores. Aerobic activity which incorporates mobility of the joints should be completed prior to stretching.

- Within physical education teachers must adhere to the school accident and emergency procedures detailed in the following policies Health and Safety Policy (POL-MAN-007) and Critical Incidents Policy (POL-MAN-024)



- Risk assessments for areas of learning are stored on the learning platform and it is the teacher's responsibility to refer to them

The school as part of Cambridgeshire LEA, adopts BAALPE Safe Practice in Physical education 2004 as its policy on Health and Safety, which is subsumed into the county health and safety manual

10. Inclusion

Opportunities within physical education reflect the whole school philosophy on equality of access and opportunity. Curriculum planning and the teaching of physical education will take into account the pupil's age, attainment (including more able), gender, ethnicity and special educational needs to ensure the learning environment and experiences enable each pupil to achieve their full potential. The contribution all pupils make will be acknowledged and valued; gender stereotyping will be challenged along with discrimination in relation to ability/lack of ability.

Providing effective learning opportunities for all pupils is essential and should cover:

- Setting suitable challenges – every pupil should have the opportunity to experience success and achieve as high standards as possible whilst responding to pupils diverse learning needs
- Overcoming barriers to learning and assessment for individual and groups of pupils

11. Community Links

We endeavour to involve the community through contracts with local sports clubs, coaches, sports development officers and extra-curricular activities. County guidance on Using Adults other than teachers is followed.

As part of our link with Cambridgeshire Sports Partnership, the Bottisham Family and Forest Heath Primary Schools Sports Association we aim to provide opportunities for children to participate in intra- and inter-sports competitions. This also supports any training needs identified through PE audits of staff skills.

12. Assessment Recording and Reporting

Assessment within physical education is difficult due to the transient nature of the subject, number of participants, the complexity and speed of the moving environment. The majority of assessment evidence will be collected through observation and listening to pupil answers, discussion and evaluation. The learning objectives for the unit of work provide a clear focus for lesson planning and assessment. The teaching/learning activities and the organisation of those activities provide the necessary assessment opportunities.

The framework for assessment within physical education is related to the school assessment policy for foundation subjects. The National Curriculum eight levels of attainment are used at the end of each key stage to identify pupils' progress/attainment.

13. Review and Monitoring

Monitoring of physical education will be the responsibility of the Head teacher, P.E subject leader and governors. This will be part of the whole school monitoring cycle.

Monitoring will be carried out by using:



- a) teachers planning and pupil assessment
- b) classroom observations
- c) discussion with pupils
- d) checking the storage and quality of the resources
- e) Teacher audits and training needs

The results of the monitoring and any reviews will be used effectively to further develop the quality of physical education and school sport.

14. Professional development

The PE subject leader and teachers participate in relevant courses which have been identified through monitoring and audits.

Child Protection Statement

At Kettlefields Primary School the welfare of the child is paramount. All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and sexual identity have the right to protection from abuse. All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns to one of the designated child protection officers.

Equalities Impact Statement:

1. *Has this policy fully considered the School's Equality objectives and statement as described in POL-MAN-035?*
Yes
2. *Are there any impacts of the School's Equality objectives and statement on this policy?*
No
3. *If "Yes" are these clearly described and their impact assessed within the policy document?*
N/A