



# **Stoke Holy Cross Primary School**

## **Physical Education Policy**

Date Approved by Governors: March 2012

Reviewed:

Next Review Date: 2015

# Physical Education Policy

## Policy Statement

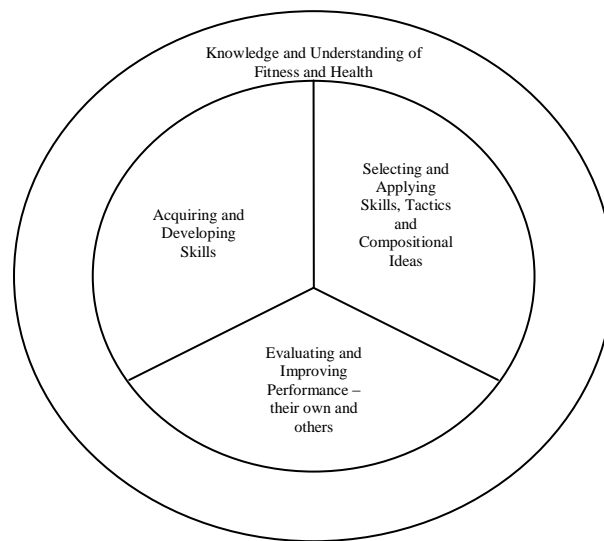
At Stoke Holy Cross School we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being.

The Physical Education curriculum will provide all pupils with a stimulating, enjoyable, satisfying and appropriately challenging learning experience so that, irrespective of their innate ability, they will enjoy success and be motivated to further develop their individual potential.

Pupils are provided with opportunities to develop their creative and expressive abilities as well as being encouraged to appreciate the importance of a healthy and fit body.

## Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency. (acquiring and developing)
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas. (selecting and applying)
- To improve observation skills and the ability to describe and make simple judgements on their own and others' work and to use their observations and judgements to improve performance. (improving and evaluating)
- To develop an understanding of the effects of exercise on the body and an appreciation of the value of safe exercising. (knowledge and understanding of fitness health)
- To develop the ability to work independently and communicate with and respond positively towards others. (working alone and with others)
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well being. (applying safety principles)



## **Entitlement**

The school provides the pupils with the full entitlement of at least two hours high quality physical education a week. Units of work are blocked in KS1, blocked for Games and PE in KS2 and in Foundation lessons are aimed at the Early Learning Goals.

Each class is timetabled so that they can access the hall for the duration of the unit studied.

## **Curriculum Planning**

The school is using the progressive schemes of work provided by Val Sabin (gymnastics, dance and games at KS1 & 2 and Action Kids in Foundation)

These units support the QCA scheme of work and deliver the National Curriculum for physical education. At KS2 swimming is taught by the swimming instructor with support from the staff.

## **Teaching and Learning**

Our philosophy on teaching and learning is encapsulated in our Teaching and Learning Policy to which reference should be made. Cross-curricular links with other areas, e.g. Science, PSHE, Humanities and Drama, are recognised and developed.

## **Equipment and Resources**

The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

*Any damage, breakage or loss of resources should be reported to the PE Subject Leader as soon as possible. Any damage observed done to a piece of apparatus which could cause*

*subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.*

### **Safe Practice**

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the “Safe Practice in Physical Education” guidance provided by Baalpe and Norfolk LEA. A copy of the Baalpe manual is located in the office. *(PE Subject leaders must make all staff teaching PE aware of these and share the appropriate risk assessments with staff – as indicated)*

All pupils must be taught how to handle and carry apparatus and resources appropriately (training is available from the PE Adviser). They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

The staff as a whole has carried out a risk assessment on the three main areas where physical education takes place.

### **Differentiation**

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils’ diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

### **Equal Opportunities and Inclusion**

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities. Reference should also be made to the schools Equal Opportunities Policy.

### **Assessment, Recording and Reporting**

There is an agreed whole school policy on Assessment, Recording and Reporting, to which reference should be made. The school will also work closely with the local high school and schools within the cluster to produce a specific assessment and recording scheme. **There is a range of resources available for each individual teacher to choose from and use. These include assessment by omission (FEHS cluster produced set of resources), progression charts related to the four strands and statements therein and child led self assessment sheets.**

### **Staff Continued Professional Development (CPD)**

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or the PE Adviser through INSET. All staff who attend any CPD course will provide feedback/disseminate the information.

## **Out of School Hours Learning (OSHL)**

The school offers a wide range of after school activities. These are open to any pupil in the relevant year group. Staff will notify pupils of any cancellation, rearrangement of clubs as soon as possible.

## **Foul Weather**

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class-based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation, still allowing the learning intentions to be achieved.

## **Loss of Teaching Time/Space**

The school has a policy of spreading activities throughout the curriculum rather than targeting one subject only when theatre groups, trips etc occur. This ensures greater parity of access to all areas of the curriculum.

## **Adults Other Than Teachers (AOTTs)**

AOTTs are welcomed into the school providing the relevant checks and qualifications are present. A sheet will be available to those coming into school to make them aware of resources, procedures and any other useful information. **With the inclusion of the Community Sports Foundation coaching, there will be liaison between the class teacher and the CSF coach with regards to day to day matters followed by an assessment pack produced by the CSF coach to supplement their verbal contributions.**

## **Safeguarding**

The children's safety and ability to fully access the curriculum are priorities within the school and to this end reference should be made to the school's Safeguarding Policy. Due consideration will be given to the procedures when children are changing for swimming or any other athletic activity and to the safe use of equipment around the school. Relevant checks will be made on those AOTTs who are working with the children, who will then be made aware of any other safeguarding issues.

## **The Higher Achiever**

Talented children will be encouraged to join an appropriate local club to further their development. To this end a register of clubs will be kept as a resource for future reference.

## **Jewellery**

Children will be responsible for removing their own jewellery or covering ears with tape. If the child cannot take out their own earrings and apply the tape, the parents should apply tape in the morning to last the day. The parents should also be encouraged to teach their children how to remove their own earrings. It is a whole school understanding that a child may not participate in a PE lesson if jewellery cannot be removed or precautions taken.

## **Lack of Kit**

All children will be expected to bring the appropriate kit to each PE lesson. If none is present the school will provide a spare set for the children. If children persistently forget their kit a letter will be sent home to parents informing them of the situation so the children take responsibility for their kit and do not rely on the school.

**Review**

This policy will be reviewed as part of the general curriculum review programme listed in the School Development and Improvement Plan.