



PHYSICAL EDUCATION POLICY

Physical Education Policy

This document is a statement of the aims, principles and strategies for teaching and learning of Physical Education at Hempshill Hall Primary School. It was developed through a process of consultation with teaching staff and was approved by the Governing Body. This policy will be reviewed in the summer of 2013.

What is Physical Education?

Physical Education is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in games, gymnastics, dance, athletics, outdoor activities and swimming.

Aims

Our aims in teaching P.E. are that all children will:

- be physically active and find enjoyment in physical activity
- find a lasting sense of purpose, achievement and fulfillment in physical activity
- be given the opportunity to partake in physical education with a competitive element
- develop physical skills, habits and interests that will promote healthy lifestyle and good posture
- develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour, and the ability to cope with success and failure
- learn how physical exercise affects the body
- understand the need for safe practice in physical activities and know how to achieve this

National Curriculum

Teaching in both key stages should ensure that when 'evaluating and improving performance', connections are made between developing, selecting and applying skills, tactics and compositional ideas, and also with fitness and health. In both key stages there are 4 elements that need to be incorporated in to activities. These are:

Acquiring and developing skills

Selecting and applying skills, tactics and compositional ideas

Evaluating and improving performance

Knowledge and understanding of fitness and health.

Reference needs to be made to the National Curriculum

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199167/pe>), for specific details regarding these elements within KS1 and 2.

The fundamental skills knowledge and concepts of the subject are set out in 'Physical Education in the National Curriculum' where they are categorised into 6 areas of activity:

- games
- gymnastic activities
- dance
- athletic activities (Key Stage 2)
- outdoor and adventurous activities (Key Stage 2)
- swimming (optional at Key Stage 1)

Strategies for the Teaching of P.E.

P.E. is taught by class teachers supported when appropriate by specialist coaches from Ellis Guilford and other external agencies e.g. School Sport Nottingham representatives, local football coaches. Modes of working in P.E. vary. Co-operative group work, individual work and class teaching are all used as and when appropriate.

- P.E. is the most firmly timetabled element of the curriculum because of the need to use hall or outdoor space.
- the school provides every pupil with at least 2 hours of quality P.E. per week.
- Swimming is offered on a weekly basis from Y2 – Y6 for approximately 20 weeks spread over the 3 terms

The emphasis in our teaching of P.E. is on allowing all children to achieve enjoyment, satisfaction and success at their own level and to develop:

- control, co-ordination and mobility
- skill and confidence in a range of physical activities
- an awareness of the physical capabilities of the body
- co-operative skills.

Classroom helpers are used in P.E. to assist:

- in accompanying children to the swimming baths to act as observers and helpers.
- in providing extra support with children with individual needs.

Excellence in P.E. is celebrated in many ways including:

- participation in sporting competitions.
- an annual Sports Day event involving all pupils.
- presentation and recognition of awards in assemblies.
- School sport Nottingham coaches' provision and improved outcomes for pupils

Progress and Continuity

Planning in P.E. is a process in which all teachers are involved, wherein:

- the foundation for curricular planning is the National Curriculum programme of study.
- guidelines for P.E. are developed by the co-ordinator in collaboration with the whole staff.
- staff meetings are used to discuss the P.E. curriculum and ensure consistency of approach and of standards.
- demonstration lessons by specialist coaches have been used to help teachers plan and deliver in areas of P.E. where they feel less confident e.g. gym and dance.
- Auditing of staff needs and provision provided in partnership with local schools. E.g. Dance

The P.E. Co-ordinator

Takes the lead in policy development and the production of schemes of work designed to ensure progression and continuity in P.E. throughout the school:

- supports colleagues in identifying and addressing their development needs, including lesson planning, implementation and assessment
- takes responsibility for the purchase and organisation of resources for P.E.
- keeps up-to-date with developments in P.E. & disseminates information to colleagues as appropriate (for more detailed responsibilities see staff job descriptions)

Assessment

Assessment is used to guide the progress of individual pupils in P.E. and is mostly carried out through formative assessment by teachers in the course of their teaching. Feedback to pupils about their own progress in P.E. is achieved through discussion between child and teacher in the context of the P.E. lesson.

Recording and Reporting

Records of progress in P.E. kept for each child and reporting to parents is done on a half yearly basis through interviews and annually through a written report.

Resources

Resources for P.E. are the responsibility of the Co-ordinator. They include:

- gymnastic, sports, games and athletics apparatus and equipment.
- time is a resource that we value and to maximise its use; pupils are encouraged to change swiftly and with a minimum of fuss, lessons are conducted in a disciplined manner and gymnastic apparatus may be used by more than one class on the same day when it is left set up for each session.

There is a P.E. resource area for staff and non-fiction books on sport available for pupils e.g. KS2 books for boys, Reading Champions group and for Question of Sport annual EIP event.

Links with other agencies enrich the P.E. curriculum. These include:

- participation in local sports leagues with other primary schools
- close partnership with School Sports Nottingham and the EIP partner schools
- visits from, and liaison with, P.E. advisors and sports players
- visits to, and liaison with, outdoor education centres and local sports clubs

Special Needs

We believe that children should be entitled to full participation in the whole curriculum at an appropriate level (see Special Needs Policy).

Health and Safety

Several staff have been trained in health & safety. A first aid box is located in each classroom. Where an accident occurs, it is reported in the accident book and an accident report form completed

We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for P.E. into the agreed clothing for each activity area. The school encourages the teachers to set a good example by wearing appropriate clothing when teaching

P.E. The policy of the school is that no jewellery is to be worn for any physical activity. (for more detailed information see Health and Safety Policy)

Safe Practice

Staff of Hempshill Hall Primary School need to ensure that they are familiar with the Nottingham City Guidelines on swimming <http://www.nottinghamschoolswimming.co.uk/index.php?section=resources>) and ‘Safe Practice in Physical Education’.

Non-participants

Children who are excused physical activity, for whatever reason, still have an entitlement to learning in PE. Where appropriate, non-participants stay with their class and are involved in learning through being used, where appropriate as an observer and being required to give feedback to peers/teacher or as a scorer/counter/measurer/time keeper/referee/umpire.