



All Saints Benhilton C of E Primary School Physical Education Policy Statement

Mission Statement

- In the context of Christian faith, reflecting the school's foundation, we will provide an education of the highest possible standard so that each child and staff member can reach their fullest potential.
- We will work to maintain and enhance our valued relationship with the Parish Church of Benhilton.
- The Christian values we seek to actively promote in school must overflow in attitude and action into the wider community.
- The safety, care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.
- We respect and seek the opinions and involvement of our children.
- We seek effective communication, involvement and respect between the school and the families of our children.
- We encourage our children to respect the diversity of society and make a positive and caring contribution to it.

Rationale

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

National Curriculum for England and Wales; Physical Education; p15

ASB seeks to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole.

Aims

At ASB we aim to provide each pupil access to a broad and balanced programme of activities which are accessible and challenging.

In order to do this we aim to:

1. Stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles.
2. Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE.
 - a. To enable pupils to see PE as:
 - i. A major feature in our lives, related to employment, leisure and culture.
 - ii. Part of a wider body of knowledge and skills, e.g. interpersonal and problem-solving skills.
 - b. To enable pupils to:
 - i. Understand and use safe practice and to appreciate its importance in PE.
 - ii. Understand the short and long term effects of exercise on the body.
 - iii. Understand the role of exercise in a fit and healthy lifestyle.
3. Enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim for ASB.
4. Enable pupils to work independently and as part of a group or team in varied activities so as PE contributes to the development of core skills such as communication by speech.
5. Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.

Health and Safety

The effective management of safety for ASB has four main components:

1. Risk Assessment and planning before a lesson.
2. Organisation of routines during and between lessons to include:
 - a. The use of appropriate kit.
 - b. Checking PE areas are free from sharp objects and broken glass.
 - c. Location of safety equipment.
 - d. Reporting accidents.
3. Control to include:
 - a. Where to find safety information.
 - b. Regular safety checks.
4. Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

Inclusion

ASB is committed to inclusion. We are committed to do our utmost to include all pupils regardless of gender, colour, religion, ability or disability in accordance with the whole-school inclusion policy. However, Physical Education is by definition active, and some of the activities in PE have attached risks, there are occasions where inclusion is not appropriate for the safety and enjoyment of all participants. This is most likely to be the case when the behaviour of individuals is in question. In this instance staff are referred to guidance offered in BAALPE's Safe Practice in Physical Education. The current version is 2004.

Inclusion will be implemented as follows:

- Standard activities and expectations as planned.
- Adapted activities and expectations in line with individual pupils'.
- Different activities planned in line with individual pupils' needs.

Inclusion issues will be considered and acted upon in consultation with parents, professionals (e.g. Occupational Therapist, Physio Therapist) children, the school's senior management team and having sought guidance from BAALPE, the school's Inclusion policy and from the LEA if necessary.

PE curriculum planning

The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

KS1 and KS2

PE is a foundation subject in the National Curriculum and as such, ASB uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required in Key Stage 1 we teach dance, games and gymnastics. In Key Stage 2 we teach compulsory dance, games and gymnastics, athletics plus swimming and water safety for Years 3,4 & 5. Gymnastics, Dance and Athletics is taught, throughout the school, by a designated P.E. teacher, whilst Games is taught

by the class teacher and Swimming/Water safety is taught by qualified swimming instructors at a local pool.

The curriculum planning in PE (2 hours per week in line with National guidance) is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

The medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Class teachers complete a short term plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Assessment and Monitoring

Teachers assess children's work in PE by making assessments as they observe them working during lessons, using the same assessment framework throughout the school. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information in their assessment files and use the information to plan the future work of each child. These records also enable the Subject leader to make an annual assessment of progress for each child, as part of the child's annual report to parents.

The subject leader monitors PE progress with lesson plan scans and lesson observations each term. Gymnastic and Dance lessons are observed by Class teachers on a half termly basis for individual teacher's CPD.

The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

Extra-Curricular Activities

At ASB, we run a wide variety of extra-curricular clubs including PE-related activities including netball, football and dance for children at the beginning or end of the school day. We do so on an open-access basis. Pupils are not penalised for non-attendance but sports teams are usually selected from those who attend extra-curricular clubs.

Equal Opportunities

In the teaching and learning of PE, every child has the right to equal opportunities regardless of their gender, ethnicity or physical/academic ability. We ensure the individual is educated in an environment where h/she feels respected and valued ensuring equal access to equipment, delivering a curriculum free from stereotyped ideas; not using exist or racist language and having equally high expectations of children regardless of their gender, ethnicity or ability.

Subject leader: Mrs Rachael Hayward

Autumn 2015

Next Review September 2018