



Providing the keys to success for every child

Whole School Policy on:

Physical Education (P.E.)

Head teacher: Mr M Cowell

Kent County Council

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1 Responsibility for Policy

Teacher with responsibility for PE: **Mrs S. Mileham**

2 Introduction

The school believes that physical education and school sport, experienced in a safe and supportive environment, is a vital and unique contributor to the child's physical development, academic development and personal well-being. It also plays a very significant part in the development of the whole-child. It has become all the more important to the child given the marked changes in lifestyle that are now apparent.

Physical education is a unique process of learning. It educates pupils in the knowledge of the body and physical activities; the skill to use their body efficiently and effectively; the understanding of how their body moves and the importance of a healthy and fit lifestyle.

The physical education curriculum is intended to provide for pupils' growing self-confidence in their ability to manage themselves and their bodies within a variety of situations involving a wide range of skills. It provides opportunities for children to develop a range of physical abilities and to become more aware of their body, its potential and its limitations.

Palm Bay also recognises that Physical Education can provide pupils with opportunities to develop their leadership skills.

2.1 Aims of the Policy

The policy, through its principles and programme, aims to:

- (i) enable our children to become physically educated by giving them the opportunity to:
 - Develop physical and cognitive competence and confidence in the skills of planning, performing and evaluating, by:
 - knowing about factors which influence efficient and effective performance;
 - knowing how to improve their own performance and that of others by engaging in the continual process of reflection, selection, refinement, adapting and evaluation;
 - practising and consolidating movement concepts and motor skills through dance, games, gymnastics, athletics and fundamental movement skills. In Key Stage 2 pupils will swim in addition to the core programme.
 - Promote physical activity and a healthy lifestyle by:
 - understanding the effects of exercise on the body;
 - selecting and engaging in regular physical activity;
 - being aware of opportunities in local clubs and the community which cater for primary age children and recognising and celebrating membership of these clubs and the children's achievements in them.



- Develop positive attitudes by:
 - exhibiting such personal qualities as perseverance, self-worth, well being and humility;
 - understanding and showing appreciation of fair play and good team-work;
 - promoting in each child an understanding and enjoyment of physical activities;
 - developing in each child an understanding of the importance of physical exercise; and
 - 'knowing your body'.
 - Ensure safe practice by:
 - understanding the importance of routine procedures and factors which affect safety; and
 - appreciating the principles of safe practice and taking responsibility for personal safe practice.
- (ii) Ensure full and complete coverage of the requirements of the National Curriculum whilst providing continuity and progression across the Key Stages (1 & 2).
- (iii) Ensure that the contribution that physical exercise can make to the academic progress of the child is exploited effectively.
- (iv) Develop problem solving, interpersonal and leadership skills which will have a much wider application by:
- working collaboratively as individuals, pairs and members of a group in solving problems;
 - expressing independent opinions; and
 - expressing interest, enjoyment, motivation and enthusiasm for physical activity;
 - providing a platform to develop transferable leadership skills within the context of P.E. and school sport.

2.2 The Principles of the Policy

- Every child is entitled to a programme that provides opportunities:
 - For regular exercise.
 - To develop knowledge, understanding and skills.
 - To take part in games with or without competition.
 - To develop an awareness of the body.
 - To develop leadership skills.
- Every child is entitled to regular P.E. lessons in a safe environment and conducted in a manner which ensures that every measure is taken to facilitate optimum safety levels.



3 Principles of Teaching and Learning

3.1 Differentiation and SEN

Opportunities to participate in P.E. will be equal and fair for all pupils and teachers will use inclusive measures that serve to remove barriers to learning.

- When planning and selecting materials, tasks, resources and teaching styles we will take into account the needs of all pupils in terms of abilities and stages of development.
- In planning lessons teachers will identify challenge for all pupils, modifying and adapting the task and/or equipment to include the least able child and stretch the most able. Adjustment may be in terms of the task set, the apparatus used or the expected outcome. It may mean an adjustment in organisation and the focused deployment of the teaching assistants. Teachers will liaise with the Special Educational Needs Co-ordinator (SENCo) and additional adult support will be sought if needed.

3.2 Breadth and Balance

The National Curriculum physical education orders will be the basis of our physical education programme.

- At Key Stage 1 aims will be achieved through dance, games, gymnastic, athletic and fundamental movement skills activities.
- At Key Stage 2 the core programme of activities as specified for KS1 will continue but with the additional programmes outdoor and adventurous activities (where possible) and swimming at points during the key stage.
- The programme will include a variety of team and individual, co-operative and competitive activities, which when taught and organised well will allow pupils to work and play together for the mutual benefit of all.
- Work in Key Stage 2 will build directly on work in Key Stage 1.
- Within the planning of schemes of work, lesson plans and individual sessions, account will be taken of the range of learning styles that are likely to be evident in any one class. Opportunities will be provided and activities selected to allow for such a variety.
- Teachers will address the need for creative, interpretative, imaginative, social, cultural, aesthetic, moral and physical skills to be practised and mastered.
- Teachers will encourage, inspire, direct, encourage independence, observe, help, counsel, advise, instruct, prepare, lead, appraise, manage, control, facilitate, guide and nurture pupils' strengths and gifts.

3.3 Relevance

In order to ensure relevance, activities will be selected that relate to the pupils' experience, interest, age, preferences, needs and abilities.



4 Roles and Responsibilities

4.1 The P.E. Co-ordinator

The P.E. Co-ordinator will:

- arrange for the regular review of the policy and update as necessary;
- monitor the implementation of the policy;
- draw up plans for the continued development of the subject throughout the school;
- develop long and medium-term curriculum plans for physical education that are in line with current thinking and reflect the changes to the National Curriculum for P.E. from September 2014.
- keep long and medium-term plans under regular review; evaluate effectiveness and revise as necessary;
- be available to advise colleagues on any aspect relating to the effective delivery of the P.E. Curriculum;
- attend courses on the subject and promote attendance of other members of staff as appropriate;
- familiarise himself/herself with publications so as to be continuously aware of initiatives in the subject;
- ensure an appropriate level of resourcing;
- arrange for the effective management of the resources;
- manage the departmental budget;
- consult as necessary with those providing support for the subject beyond the school;
- organise and oversee after school clubs that aim to enrich and develop children's participation in P.E.;
- enter the school sports teams into various local and national sporting competitions and festivals;
- with direct reference to health and safety, the P.E. Co-ordinator will support the teacher, Head teacher and Governors to undertake a risk assessment of activities and plan INSET for teachers if needed.

4.2 The Class Teacher

The class teacher will:

- observe the principles of teaching and learning as set out above;
- plan and deliver the P.E. curriculum in accordance with the school's policies on P.E., planning and assessment;



- in accordance with the school's Health and Safety Policy, ensure the appropriate management, deployment and use of P.E. apparatus, reporting without delay any matters that may pose a risk to the health and safety of staff or children;
- ensure that the school's rules and expectations ref. appropriate dress (including teacher's dress), jewellery and discipline/behaviour are upheld to the full;
- ensure that each lesson has built-in warm-up and cool-down sessions, discussing with the children why these features are essential both before and after sporting activity;
- contribute to the evaluation of the policy and resources and to any amendments that might be felt necessary.
- Inform the P.E. Co-ordinator of any new resources required;

5 The Teaching and Learning of P.E.

5.1 Planning

Cross-curricula Links

Physical Education offers an added dimension to the whole school curriculum and the wider life of the school, for example in health education; citizenship; literacy, numeracy and language skills; and in personal and social education. The dance element of physical education will also enrich, complement and intensify experiences within the arts curriculum. Planning will embrace the cross-curricular element whenever appropriate and when it maximises the learning opportunity.

Teachers will give pupils opportunities to use Information and Communication Technology (ICT) to support and develop their learning, data handling, research and retrieval skills.

Planned activities will be drawn from the (disapplied) National Curriculum Programmes of Study for Key Stages 1 and 2 until September 2014.

The long and medium term plans are based on the QCA planning documents.

The medium-term plans form the basis for half-termly forecasts. This level of planning is focused sharply on the identified learning outcomes for any area of study. The learning outcomes are achieved through a carefully planned programme of pupil activities, some of which will have a sharp assessment focus. Teachers' short-term planning facilitates the fine-tuning necessary for a successful course of study for children across the ability range. The nature of short-term planning is at the discretion of individual teachers. The school makes no specification in this regard.

5.2 Curriculum Delivery

Although the emphasis of the National Curriculum is on the performance of the participant, there are three integral parts to progressive learning in P.E. These are:

Planning

Identify, research, explore, improvise, solve problems, make decisions, select, repeat, adapt, refine, formulate.



Performing

Develop physical skill, confidence, accuracy, fluency, practise, interpret, project, refine, rehearse.

Evaluating

Observe, identify, respond, describe, copy, recognise, reflect, discern, interpret, compare, contrast, analyse, make decisions, judge, evaluate, develop a critical language.

Wherever possible, teachers will provide opportunities for the pupils to incorporate all three areas in their work.

Key Stage 1 - In each year, pupils will be taught through five areas of activity:

Games, Gymnastics, Dance, Athletics and FMS

Key Stage 2 - As above

Additionally, swimming will be taught in years 3 and 4 and OAA will be included.

The outdoor and adventure unit is delivered partly through use of the trim-trail and other new additions to the playground equipment and also through a week long, residential, multi-activity visit which is available to all year five children.

5.3 Swimming

Swimming lessons are compulsory for every pupil regardless of ability.

The school aims to ensure that every child has been given ample opportunity to achieve 25m by the time they reach the end of Year 6. This, the school regards as its duty and obligation. In reality, the majority of children achieve much more. Pupils who can already swim this distance are still required to attend swimming lessons because the school recognises the value of this activity as way of promoting independence.

The programme offered by the school is as follows and should be seen as minimum provision. The emphasis in all lessons is firmly on the quality of swimming and teaching the correct techniques.

- Throughout the year, a group of 15 children from Year 3 and/or 4 are taken on a weekly basis until they are able to swim at least 10m competently.
- Pupils will attend for a maximum of 3 terms. If the minimum 10m distance is not achieved by that time, a further opportunity will be offered in Year 5 or 6.
- As an out of school activity, swimming also provides pupils with an opportunity to develop independence and responsibility.

For those more able swimmers in Years 3, 4, 5 and 6 the school arranges and takes part in annual swimming galas, giving those more able pupils the opportunity to compete at a more advanced level.

5.4 Organisation

Opportunities will be made for children to work as part of a whole class, as individuals, in pairs or larger groups in a manner that ensures progression across the key stages. This range



of opportunities is vital in enabling the children to develop the skills in the three areas outlined above.

The decision reference the type of organisation must remain that of the teacher's. A degree of flexibility in planning is essential if optimum learning and achievement is to be facilitated.

5.5 Time Allocation

In order to ensure maximum use of the hall for P.E. a timetable has been drawn up. The school recognises that this timetable is a compromise between what is desirable and what is practicable in a school with twelve classes and one hall which must also function as a place for drama lessons and as a dinner hall.

Each Key Stage 1 class has at least two sessions per week allocated. Some Key Stage 2 classes have a similar allocation but older year groups have only one P.E. session per week indoors.

Every class has the opportunity to have regular weekly outdoor activities, weather permitting. Suitable alternative provision will be made due to inclement weather.

6 Health and Safety

- All routine procedures relating to safe practice are agreed and will be consistently adhered to by all teachers and support staff.
- It is essential that pupils are taught essential life skills to enable them to participate safely and confidently in physical activity.
- Pupils are expected to work in a safe manner and be aware of what this means.
- All teachers will plan their work with the safety of pupils in mind.
- The physical education co-ordinator will support the teacher, Head-teacher and Governors to undertake a risk assessment of activities and plan INSET for teachers if needed.
- Guidance will be sought from "Safe Practice in Physical Education", 'B.A.A.L.P.E.' and 'The Leadership and Management of Off-site Work' Kent County Council; which are available from the Head teacher.
- Equipment is easily accessible and regularly checked and maintained. Resources are stored safely and securely.
- Any breakages or damage will be reported immediately to the physical education subject manager and taken out of use if presenting a danger.
- Teachers will be aware of all health and safety requirements and will act in accordance with the school's Health & Safety Policy and the guidance offered in the various documents related to this aspect of P.E.



- Lessons will be conducted in a calm and controlled manner. The noise level will be controlled at all times; excessive noise is a potential threat to the health and safety of all taking part.
- Teachers will be aware of any physical problems that children in their care may have: asthma, epilepsy, heart problems, psychological problems ref. P.E. etc.
- Children will be taught to move and set up apparatus in a calm and safe manner; this is regarded as an integral part of all apparatus lessons for all but the youngest of our children. The youngest children are not expected to move large apparatus.
- **P.E. Kit** - Children must be dressed in a kit as defined in the School Brochure. For indoor P.E., teachers have the option to require that the children work in bare feet or in thin soled plimsolls. Only bare feet or thin-soled plimsolls allow the degree of sensitivity necessary for safe and efficient working on apparatus and floor.
- **Trainers** can be worn for indoor P.E. in KS2. Trainers are required for all KS2 pupils for outdoor P.E. lessons. Loose clothing - this poses a threat to health and safety and should not be allowed. All T-shirts should be tucked into shorts. All plimsolls and trainers should be firmly tied.
- **Jewellery** - The only jewellery permissible to be worn in P.E. lessons are ear-studs. No other jewellery is allowed. Teachers may, if they so wish insist that these studs are removed or covered with a tape. They may request this on the grounds of their responsibility for the health and safety of the children in their care.
- **Hair** - Long hair (long enough to fall across face and obscure vision, or to become caught in apparatus) must be tied back. This applies equally in swimming lessons.
- **Glasses** - If glasses must be worn in P.E. lessons they must be fixed/tied securely to prevent them from falling off or being knocked off.
- **Personal Hygiene** - A change of clothing and footwear for all P.E./games activities is essential. Teachers will make personal hygiene a focus for comment particularly as the children move up through the school.
- **Appropriate footwear** - footwear must suit the conditions at all times:
 - **Indoors** - bare feet, plimsolls (thin soles) and gym shoes are all appropriate;
 - **Playground** – trainers are recommended for KS2. Plimsolls or trainers for KS1.
 - **Grass** - trainers and plimsolls at KS1 are acceptable for most lessons if the grass is not wet and slippery. KS2 pupils should wear trainers only. If the grass is wet then teachers must assess the risk before deciding to go ahead with the lesson. Football boots and other studded footwear may be worn but if this is the case, all children should be wearing similar footwear. It is unacceptable and dangerous to have some children in studded boots and others in trainers.



6.1 Emergency Procedures

Advice to Teachers

In the event of a serious or potentially serious accident teachers should adopt the following procedure:

- Stop the lesson immediately and ensure that children are all seated or stood as quietly as possible and you are able to supervise them.
- Assess the situation in a calm and quiet manner.
- Try to ascertain the nature and extent of injury.
- Only attempt resuscitation if the situation demands an immediate life-saving response.
- In the event of excessive bleeding try to stem the flow of blood by applying pressure to the nearest pressure point. This should only be done for ten minutes. Do not apply a tourniquet.
- Offer support and re-assurance to the child.
- Do not attempt to move the injured child in any way unless absolutely necessary or unless you have reasonable grounds to believe that to do so would not cause further injury.
- Send for adult help immediately and ensure that the Head teacher is informed. The Health & Welfare Officer or Secretaries are the most appropriate people to call as they are all trained in First-Aid.
- Do not attempt to administer any medication or drink of any kind.
- Keep the child warm.
- As soon as first-aid arrives, take the class from the scene as quickly and calmly as possible.

6.1.1 Gymnastics - Supporting the Child

As a general principle, children should be asked only to do things which they are able to manage. However, there will be times when, with a little support from the class teacher or classroom assistant, they are able to achieve something that they would not otherwise have done.

- How much support is necessary?
- The ability of the adult to actually offer that amount of support.
- The nature of the support - principally where to hold the child.

Extreme care must be taken when considering where to hold the child. No member of staff should leave themselves open to accusations of abuse because of what could be seen as inappropriate handling of a child.

It is the school's policy that the child should be supported if necessary and if to do so would enable the child to:



- achieve an age appropriate learning outcome;
- overcome a lack of confidence; and/or
- overcome a physical weakness or disability;
- and to do so would not compromise the adult in any way.

Supporting a child for any other reason cannot be sanctioned by the school.

Teachers with gymnastics qualifications may support children through more demanding 'moves' but only in the context of an extra-curricular club or activity.

Holds in dancing are subject to the same conditions above.

Once again, children with advanced skills in dance or gymnastics have after school clubs and competitions made available to them. These after school sessions are organised and led by experienced and qualified teaching staff to promote these sporting activities to those children that wish to take their ability to the next level in a safe and controlled environment.

7 Funding

Funding for Physical Education will be within the school budget plan for each financial year and supplemented by the Sport Premium Funding for 3 years.

8 Changing and Changing Facilities

The school has no designated changing rooms.

For most, if not all classes, the classroom may be seen as the most appropriate place to change. For the older children, the teacher may consider it appropriate to allow some responsible children to change elsewhere. In this eventuality, the teacher must ensure optimum levels of supervision.

All teachers must take care when children are changing in the classroom. It is not advisable to watch the children changing. Supervision must be discrete.

9 Extra-curricular Activities

In addition to the broad, balanced P.E. programme within curriculum time, the school offers pupils a wide range of out-of-school activities. These provide opportunities for:

- the social participant who wants to join in simply for enjoyment of the activity;
- the elite performer who wishes to train and to compete at a higher level;
- the child who just enjoys competition;
- the interested and enthusiastic child.



The school aims to provide a variety of after school clubs that will be delivered by external coaches and teaching staff.

10 Contingency Arrangements

P.E. is an integral part of the statutory curriculum and therefore children are expected to take part in all lessons. It remains the responsibility of the parents/carers to ensure that their children are provided with the appropriate kit and that it is sent to school at the appropriate times.

Children will only be excused from P.E. lessons if:

- There are proven medical grounds which prevent participation and where participation would aggravate any prevailing medical condition.
- There are circumstances which require a degree of sensitivity on the part of the school.

Teachers will ensure that only children presenting a note from the parents/carers are excused from P.E. Those who have not brought their kit and for whom no replacement kit can be found should 'take part' in the lesson by being involved in the planning, coaching, officiating and evaluating of activities.

Teachers will inform the Head teacher of any child who misses or endeavours to miss P.E. on a regular basis.

In the event of P.E. kit being forgotten on more than 2 consecutive occasions a standard letter will be sent home to inform the parents/carers. If the pupil still fails to bring in a P.E. kit, direct contact being made with the parents/carers.

Non-participating Pupils

Teachers will endeavour to ensure that children who are excused P.E. lessons on medical grounds (or other bona-fide grounds) can take part in an appropriate way - e.g. the evaluation of performance, the planning of a sequence etc.

Teachers will use their discretion with reference to other non-participants. The response to a child forgetting kit may need to be one which the child finds a distinctly less attractive option to bringing their kit and taking part.

Outdoor lessons 'lost' due to bad weather, will be replaced by P.E. related activities in the classroom. Cyber coach is available to all teachers for indoor, interactive exercise but other activities may include health/hygiene based project work, group discussions on rules and regulations of games, designing a game, 'speedstacking' etc.

11 Assessment

Assessment of P.E. will conform to the requirements of the Whole-School Policy on Assessment, Recording and Reporting.

Assessment activities will be built into the programme at the medium-term planning stage. Regular opportunities will be made for pupils' self and peer assessment.



At the end of each unit of work the class teacher will assess each child's individual performance against the criteria listed below. Assessment will focus on the child's ability to:

- Plan
- Perform
- Evaluate
- Lead

12 Equal Opportunities

In accordance with the school's policy on Equal Opportunities, the school will ensure that equal access to the subject is provided for all children irrespective of gender, religion, culture, race or any other potentially discriminatory factor including size or physical disability. Our task in these cases must be to ensure that the child is able to take part in P.E. and maximise his/her potential.

All pupils have equality of opportunity in respect of curriculum balance, curriculum time, extra curricular involvement and use of resources and facilities.

Our policy is to enable all our pupils to experience success. Sensitive and informed grouping of pupils will ensure all pupils will contribute, are actively and physically involved and are challenged appropriately. Resources are appropriate for the range of abilities.

13 Monitoring

The monitoring of the implementation of this policy will be carried out by the Head teacher and the P.E. co-ordinator. Monitoring will take the form of:

- scrutiny of medium-term plans;
- staff discussions;
- lesson observation.

14 Policy Review

This policy will be reviewed bi-annually (every even year) during Term 3 and updated as appropriate. The P.E. Co-ordinator is responsible for arranging this review.

The next review of this policy is due: Spring Term 3, 2016.