

TOLL BAR PRIMARY SCHOOL

PE POLICY

RATIONALE

Toll Bar Primary School believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a learner's physical development and well-being.

A broad and balanced physical education curriculum is intended to provide for pupils increasing self confidence in their ability to manage themselves and their bodies within a diversity of movement situations. Through the selection of suitably differentiated and well developed tasks it is intended that all levels of learners will enjoy success and be motivated to develop their individual potential.

AIMS OF PE

At Toll Bar Primary School our aims are that children will:

- Develop movement related knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control, coordination and fluency (acquiring and developing)
- Develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying)
- Improve observational skills, the ability to describe and make simple judgements on their own and others work and use this knowledge and understanding to improve their own performance and that of others (improving and evaluating)
- Develop an understanding of the effects of exercise on the body, and an appreciation of safe exercising (fitness and health)
- Promote an understanding of safe practise and develop a sense of responsibility towards the safety and well-being of themselves and others
- Develop the ability to work independently and communicate with and respond positively to others

ENTITLEMENT

Each learner has an entitlement within the National Curriculum for at least 2 hours of high quality physical education and school sport. The minimum entitlement is:

Key Stage 1

- Three areas of activity (AoA) ie dance, games and gymnastics.
- Up to three optional AoA ie athletics, outdoor and adventurous activities (OAA)

Key Stage 2

- Three areas of activity (AoA) ie dance, games and gymnastics
- One other AoA, either athletics or OAA
- Swimming.

CURRICULUM PLANNING

- The curriculum planning in PE is carried out in three phases (long term, medium term and short term). The long term maps out the PE activities covered in each stage during the key stage.
- Our medium plans, which we have adopted from the Rawmarsh Schemes of Work, give details of each unit of work for that term. These plans define what we teach and ensure an appropriate balance and distribution of work across the term.
- Class teachers also have a daily plan taken from the Rawmarsh scheme of work. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught.

ASSESSMENT

On-going formative assessment is an integral part of good practice. Its main purpose is to enable the teacher to match work to the abilities and needs of the children and ensure progression in learning.

SAFE PRACTICE

Clothing and jewellery

For safety reasons children must be suitably attired for their PE or games lesson.

No jewellery can be worn during any form of physical education. If a child is wearing jewellery that cannot be removed then the child will either not be allowed to participate in the lesson or in the case of earrings covered by plasters.

All long hair must be tied back.

Gymnastics, dance and inside games.

Children must wear shorts and t-shirts.

If the child does not have suitable PE kit then spare clothing can be allocated.

Children can wear trainers for medical reasons however; they must be barefoot for gymnastics.

Outside games

Children can wear shorts and t-shirts and in colder weather a tracksuit. Suitable footwear must be worn.

Again spare clothes can be allocated if necessary.

Swimming

Boys must wear swimming trunks and girls must have a swimming costume.

There are some spare swimming trunks and costumes should a child forget or have inappropriate attire.

EQUAL OPPORTUNITIES

All children should have access to the use of PE regardless of gender, race, cultural background or physical or sensory disability. All lessons are differentiated to ensure that all children are accommodated and if needed specialist equipment can be hired / bought.

Date of Review: January 2013

Date of Next Review: January 2015

Signed:

Date: