

Weston Turville C.E School

**Mission Statement –
TO PURSUE WISDOM WITHIN A CHRISTIAN ETHOS**

PE Policy

Co-ordinator:	Mrs S Ellis
Policy agreed:	September 2006
Policy Reviewed by:	Mrs S Ellis
Reviewed:	Autumn 2011, Autumn 2015, Autumn 2020
Date of next Review:	Autumn 2024

Policy statement

The school believes 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. 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 variety of movement situations.

We endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils.

Please note there is a separate school policy for swimming.

Aims

The school's aims for physical education are:

- 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
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas
- 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
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising
- To develop the ability to work independently and in pairs/ groups, and to communicate with and respond positively towards others
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being
- To understand what it takes to persevere, succeed and acknowledge the success of other children
- To develop the appreciation of fair play, team play, honest competition and good sportsmanship

PE within the National Curriculum

PE is currently organised in accordance with the guidelines stated within the National Curriculum (2014).

The school provides all pupils with the full entitlement of two hours physical education a week. This is normally delivered through two lessons of one hour each, including changing time, with the exception of EYFS (Foundation 1 and Foundation 2), where their learning is cross-curricular. They have one timetabled lesson of PE a week taught by a PE specialist. For all other classes, with the exception of Class 6, one lesson a week is taught by a PE specialist and the other by the class teacher. In Class 6 both PE lessons are taught by a PE specialist teacher.

Every class has access to the school hall or school field as they need it. A range of activities/sports are taught throughout the school to ensure each child receives a balanced curriculum.

EYFS and Key Stage 1 Content

EYFS, Class 1 and Class 2 are taught in the following areas throughout the year:

- Fundamental movement skills.
- Gymnastics.
- Dance.
- Games development.
- Physical development.

Key Stage 2 Content

Key stage 2 children are taught in the following areas:

- Games activities.
- Gymnastic activities.
- Dance activities.
- Athletics activities.
- Outdoor and adventurous activities and residential visits in Class 4 and Class 6.
- Swimming activities and water safety – usually undertaken in Class 3 (see separate swimming policy).

PE Outside the National Curriculum

Alongside the legal requirements of PE within school, Weston Turville offers other physical learning opportunities during the day;

- Playground sports equipment to encourage active playtimes.
- Class 5 and 6 playground leaders organise game opportunities during lunchtimes for both infants and juniors.
- A range of after school clubs.
- Fixtures and competitions after school and during weekends.
- Interhouse competitions during the school day – 1 per term.
- Targeted intervention – Friday fitness club.

Assessment and Recording

Children are continually assessed informally throughout each unit to ensure challenging and accessible skills and activities are taught. Class teachers use formal assessments in PE to determine the progress of individual children using the assessment grids. (Please see additional documents for curriculum maps, overview and assessment grids). In EYFS children are assessed using Tapestry.

Participation

Any Junior child not participating in the P.E lesson should bring a note explaining the reason, but should still be involved in the lesson in some way, through observation, coaching or officiating. Infant children not participating in the PE lesson should either bring a note explaining the reason or give the Class Teacher a verbal reason at the start of the day. Parents will be contacted if their child is a regular non-participant. Children who may be fasting are exempt from physical activities during this time.

Equipment and Resources

Generally, indoor resources are kept in the indoor cupboard in the school hall. Outdoor resources are kept in the outside cupboard near the school field. Resources should be collected and returned by a member of staff, or by children under the supervision of a member of staff and left in a tidy state. The resources should be counted in and out, and returned in a good condition and working order. Staff should report any PE resourcing issues to the PE coordinator in advance of the unit of work to ensure the correct equipment is in place before the PE unit of work starts.

The pupils should be encouraged to:

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

Any damage or loss of resources should be reported to the P.E co-ordinator as soon as possible. No other groups or individuals should be able to access damaged resources until such time as it is made safe.

Safe Practice

All teachers should make themselves aware of the Health and Safety policy, and Risk Assessment policy, both of which are on the staff handbook. Teachers need to be able to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others. Children need to be shown how to handle apparatus safely in order to avoid injury. Particular care should be taken when using the school hall for P.E, where there are windows on either side of the hall and stage lights above. During lessons, staff can (if they feel confident) support children during activities such as gymnastics, with the child's permission beforehand.

Children and staff must be suitably dressed for P.E. Children should change from their school clothes into T-shirt and shorts, or tracksuits if the weather is bad. Footwear consists of trainers although gymnastic and dance activities are done in bare feet. Jewellery (including earrings), watches and other items such as hard hair adornments must be removed. Ear rings should be removed where possible, if the children need to leave their earrings in, and have brought in a note from their parents, the earrings must be taped and responsibility lies with the parents. Long hair should be tied back. For swimming, one piece costumes or lycra trunks should be worn and a swimming cap should be worn by all children. Goggles may only be used in exceptional circumstances when a letter is provided by the child's doctor. A verruca sock must be worn in the case of a verruca, and earrings must be taken out for swimming.

When changing children in Foundation 1&2, and Classes 1, 2 and 3 should change within the classroom. Children in years 4, 5 and 6 should change separately using the changing rooms. In the event of a Key Stage PE event e.g. sports day, teachers within the Juniors should ensure that children change in the classrooms with their own gender.

Equal Opportunities and Inclusion

P.E should be accessible to all. No child should be excluded from an activity because of their gender, culture or ability. 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. Learning experiences are differentiated in such a way that the needs of all children are met. The dance traditions of other cultures are an essential part of P.E and children are given opportunities for this area to be explored.

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/ indoor hall activities around the learning objectives.