

Brighter Futures Academy Trust

PE Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
R Denham	July 2015	July 2017
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P.E. Policy

Introduction

We recognise the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

Rationale

We believe children require a broad balanced Physical Education curriculum to ensure a coherent and progressive programme with equality of opportunity for all.

Objectives

- . To meet the requirements of the National Curriculum through a meaningful and challenging P.E. Programme.
- . To provide opportunities to promote: -

Emotional developments, through helping pupils gain a sense of achievement and develop positive attitudes towards themselves.

Moral developments, through helping pupils gain a sense of fair play based on rules and the conventions of activities, develop positive sporting behaviour, know how to conduct themselves in sporting competitions and accept authority and support referees, umpires and judges.

Social developments, through helping pupils develop social skills in activities involving co-operation and collaboration, responsibility, personal commitment, loyalty and teamwork, and considering the social importance of physical activity, sport and dance.

Cultural developments, through helping pupils experience and understand the significance of activities from their own and other cultures (for example, folk dances and traditional games), recognise how activities and public performance gives a sense of cultural identity, and consider how sport can transcend cultural boundaries.

The PE Curriculum

In the Reception Class, opportunities will be provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity will last approximately 2 hours each week.

Pupils in both KS1 and KS2 will engage in lessons of high quality PE each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities.

At KS2 pupils will continue to apply and develop a range of skills and units of work which include a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming. Children's experiences will also be enriched through opportunities for outdoor and adventurous activities. A range of resources will be used to support progression across the curriculum including: TOP sport resources, Val Sabin PE Scheme, and specialist coaching sessions for different sports.

Teachers will ensure that the principles of safe practice are identified and applied to all activities by teaching pupils

- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risk
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks

- The importance of appropriate clothing, which includes t-shirt/sweatshirt, shorts (boys) and tracksuit trousers (girls), and the removal of all jewellery. This should be modelled by all adults leading PE and appropriate clothing should be worn by staff.

Teachers will carry out a risk assessment for every P.E. unit and include it in their planning.

At Luddendenfoot, swimming will be taught in KS2. A separate Swimming Policy is available. Teachers will ensure swimming is carried out safely whilst respecting modesty by ensuring the appropriate swimwear is worn. This includes: -

For girls full body swimsuits which may cover the arms to below the elbow, swimming costumes. Hair securely tied back. Preferably wearing a swimming cap.

For boys trunks, swimming shorts or tight fitting Lycra shorts to just above the knee.

Teachers will provide a well-managed and organised framework by: -

- Setting suitable learning challenges for all
- Responding to pupils diverse learning needs
- Providing effective learning opportunities for all pupils.

Teachers will also: -

- Take into account the implications of Ramadan for pupils' energy and stamina levels when planning and implementing the curriculum and schemes of work particularly in PE to ensure appropriate expectations are made of pupils
- Take into account the implications of Ramadan when planning extra curricular activities e.g., sports fixtures, after school clubs, school trips and residential.

Staffing/Staff Development

Each class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their class. It is intended that all staff will take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. It is further intended that staff should be comfortable and competent in the area of activity being taught. Where additional support is required this will be provided by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses will provide feedback and disseminate information/learning.

Out-of-school-hours Learning

Varied extra-curricular activities (both competitive and non-competitive) compliment and supplement the range of activities covered in curriculum time at Luddendenfoot Academy. The planned programme for 2017/2018 reflects a breadth and balance across the national curriculum areas of activity, including dance, games and athletics. A documented timetable of clubs and events will be published at the beginning of each term.

Links with Other Subjects

PE links to other subjects, e.g. Literacy, (recount/report/instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting/measuring and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

Equality

All aspects of PE will be taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives will be set in line with the school's Special Needs and Equality Policies.